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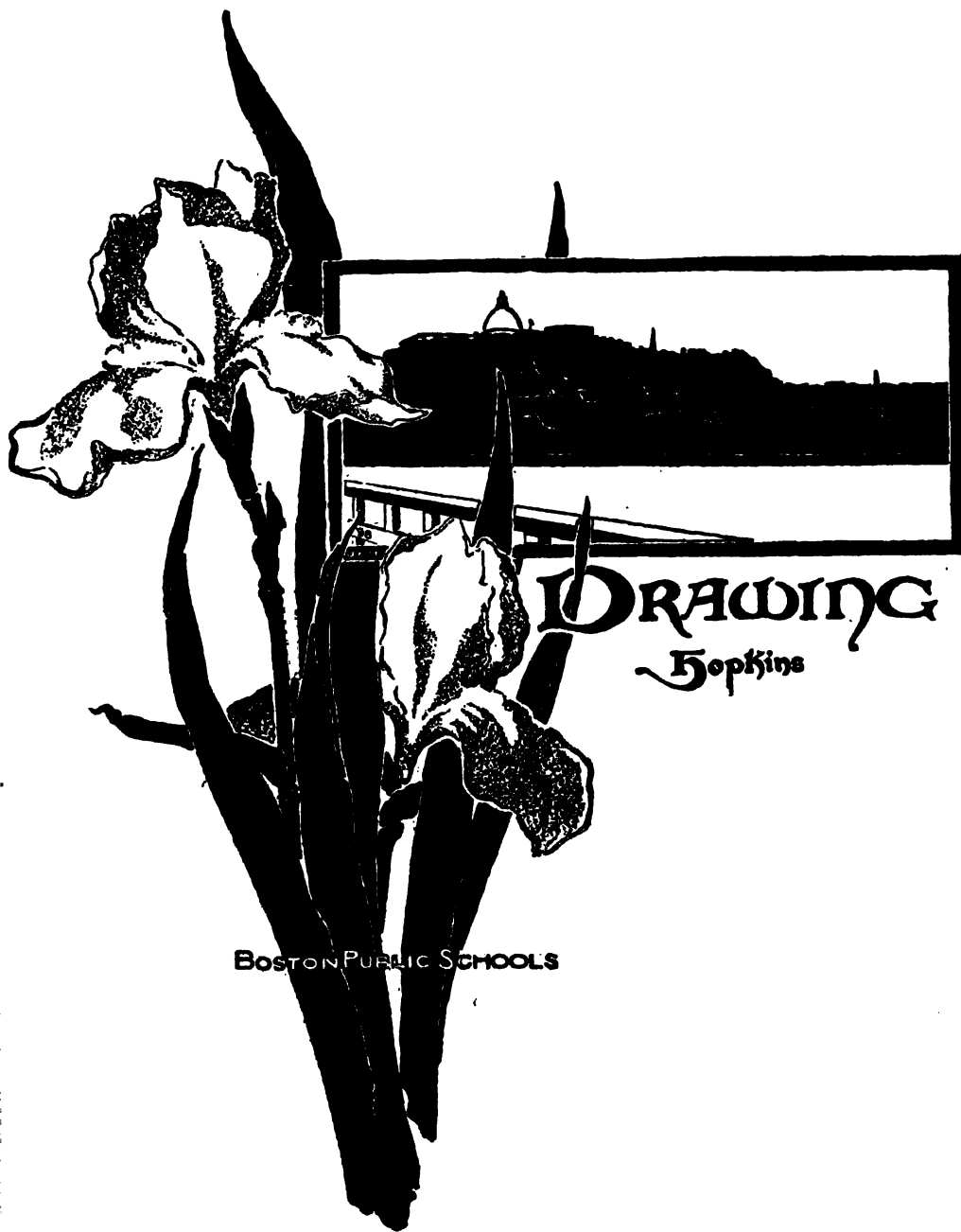
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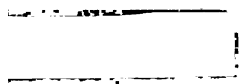


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OUTLINE OF LESSONS

IN

DRAWING

1898-'99

BY

JAMES FREDERICK HOPKINS

Director of Drawing



BOSTON

1898

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In School Committee, July 19, 1898.

ORDERED, That the Outline of Lessons in Drawing for 1898-'99
be issued with illustrations, and that two thousand copies thereof be
printed.

Passed.

A true copy.

Attest:

THORNTON D. APOLLONIO,
Secretary.

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What I want to do is to put definitely before you a cause for which to strive. That cause is the democracy of art, the ennobling of daily and common work, which will one day put hope and pleasure in the place of fear and pain as the forces which move men to labor and keep the world a-going.

WILLIAM MORRIS.



THE Course of Study (adopted in School Committee June 8, 1897) was designed to meet the highest needs of the subject, to be in harmony with the kindergarten and manual training instruction, and to offer direct assistance in the teaching of all other school studies. It is believed that the course is free, broad, and unprejudiced, incorporates the latest and best educational thought, and is adapted to the needs and opportunities of the city of Boston.

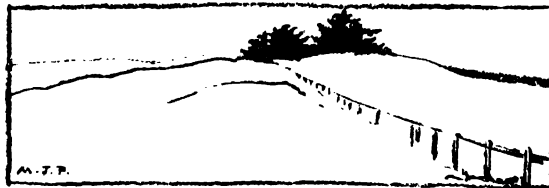
This Outline of Lessons is presented with the belief that art education is a vital necessity in the training of our American people. Moreover, we believe that the subject is of as great importance in the public schools as literature, history, geography, science, mathematics, or music, and deserves the same thoughtful recognition and generous allowance of time. Not only is it a powerful educator in itself, but without the power for rich expression which this subject provides, the other grade studies lose much of their value, and can never develop their greatest interest.

It is a pleasure to acknowledge the constant, helpful support of all teachers in this undertaking. In reprinting the outline for another year the director has made use of all suggestions which have been offered from so many quarters in such friendly spirit. Particularly would he acknowledge the kindly coöperation of Mr. Henry Hitchings, whose experience, knowledge of conditions, and help-

OUTLINE OF LESSONS IN DRAWING.

ful advice have been of great value in the continuation of this work. The illustrations which accompany the text have been prepared by members of the department during the close of an unusually busy season. To Mr. Poor were assigned many of the models and objects, also the historic houses. Miss Pierce found time for the pose-drawing, nature study, and some of the work in design. Miss Patterson prepared the arrangements in composition and a portion of the suggestions for design. A few pupils' drawings are also reproduced throughout the text. In most cases the illustrations are signed and individual effort can be easily located.

These illustrations are intended to better explain the text and to suggest methods of work and sources of inspiration. It is perhaps unnecessary to add that this material is prepared for the teacher, as an aid to her interpretation of the effort, and is not for use by the pupils. It will be recognized that the number of illustrations in any one subject does not necessarily indicate the importance of that subject in the general scheme. Thus, drawing from objects, a most important feature, is but slightly pictured; while constructive drawing, occupying a less prominent position, is of necessity more exactly outlined. Similar comparisons may be easily drawn by the thoughtful teacher.



GENERAL NOTES.

Form Study.

The lessons for primary grades are based upon the individual study of form by each pupil, in types and objects, with the purpose of fixing firmly in mind clear, correct form concepts as a basis for all future thinking, doing, and expressing. The types of form are presented in the sequence of the kindergarten, with the idea that such study will lead the pupil to classify the forms which he already knows by constant reference to types which soon become his standards and govern his ideas. From this appreciation of an ideal must come a development of the imagination and a growth along natural lines.

The outline for the first year embraces the study of form for the purpose of recognition and classification, and the investigation of its features under the types of

Sphere,	Hemisphere,
Cube,	Square prism,
Cylinder,	Right-angled triangular prism.

The study of the second year is conducted along the same fundamental lines, for the purpose of recognition and classification of form, and the investigation of its features under the types of

Ellipsoid,	Cone,
Ovoid,	Square pyramid,
Equilateral triangular prism,	Vase.

The outline of the third year and later years assumes that the study of the types, first as wholes and later of parts, has been successfully carried out in the first two years, and that clear concepts have been formed and fixed,

OUTLINE OF LESSONS IN DRAWING.

not only of these types, but of their varying features of faces, surfaces, edges, corners, and relationships. The objects presented for study in this and the succeeding years are, therefore, those of pleasing form based upon the types of the first and second year. Thus the types are reviewed during every exercise in representation, decoration, and construction in which such objects are introduced.

This scheme is presented in the hope that teachers will encourage their pupils to bring to the class-room, whenever possible, beautiful and common objects based upon these types. Doubtless the teacher will be able to find some in her own collections which will also illustrate these types. The object is to present materials for study which will arouse the interest and the enthusiasm of the children, and yet furnish the necessary material for healthy growth and observation upon their part.

Form Expression.

The knowledge of form gained through this study finds expression, in primary grades, in conversational lessons, in modeling in clay, by making in paper the forms studied, by tablet and stick laying and arrangements, by paper folding and cutting, and by freehand drawing or brushwork.

The opportunities for expression should not be viewed from the standpoint of results. *This study is for the development of power, and if the effort be true the results will take care of themselves.* Such free untrammelled expression, guided and directed by the teacher only so far as is necessary to secure good general habits of work, cannot help quickening the mental and spiritual life of the child, strengthening his concepts of form, and developing his sense of beauty, imagination, and creative power.

GENERAL NOTES.

The exercises in expression planned for the grammar grades should be viewed from this same position. Oftentimes the results may seem crude and disappointing, but are not the children equally crude at these periods? Each year's work is but the preparation of a stone in the arch; each if true will stand the light of criticism. Life itself must add the keystone.

Color Instruction.

The exercises in color instruction are planned with the view of placing this study upon an objective basis and making the effort thoroughly educational in character.

The end and aim of color instruction should be none other than an attempt to awaken, by the cultivation of sense activity, the higher spiritual nature and power of the child. It should attempt to open new channels for thought and enjoyment by affording a training in the observation of beauty in nature and in art, and should cultivate wider opportunities for usefulness in the expression of thought and feeling by the use of color. Like the form study, it is based upon types — types and standards of color — leading to a recognition and appreciation of color, as well as to color as a medium of expression.

Nature Study.

It is not the intention or the desire to incorporate into this course of study or the outline of lessons all of the observation work in nature study, but to present such a logical series of exercises in *expression* of observations as will add to the children's knowledge and interest in the workings and wonders of nature. This effort to provide for better *expression* in this correlated subject cannot help making the nature study more effective, and, what is no

OUTLINE OF LESSONS IN DRAWING.

less important, adding a wealth of objective material to the effort for art instruction. Drawing, modeling, or color work in the service of nature study is for the purpose of record, the "book-keeping" side of the subject, as it has been aptly termed, while the use of nature's material in art instruction is far from this informational effort, and has its reason of being in the developing of an appreciation of beauty and the growth of taste. These efforts must never be confounded, nor the time of the one utilized for the extension of the other.

The outline provides in primary grades for exercises each month in the expression of observations in nature study, one on natural phenomena, a second on plants, the third on birds or animals, and the fourth an optional lesson, either a review of any of these three, or a related effort planned by the teacher. Much attention is devoted in fall and spring to the nature study in grammar grades.

Picture Days.

The study of pictures holds an important position in the course of study and in the outline. The idea, although by no means a new one, is one of great educational value, and deserves a much more important place than has heretofore been granted. The study is outlined with the belief that children should be led to recognize, study, and appreciate pictures and illustrations.

In the outline of the previous year "Picture Days" were planned for each month under an arrangement which allowed the children to bring into class on one month those pictures and clippings which from the children's point of view illustrated the spirit of the work. Exhibitions, conversational lessons, and class criticisms served to bring out the merits of the examples selected, and to develop an

GENERAL NOTES.

appreciation of fitness and taste. On alternate months standard pictures were studied.

This arrangement has been preserved in the outline for the present year. In response to a request from teachers who find this picture study most valuable and want to do more with it, supplementary notes have been added in black type under some of the first-mentioned picture days. Teachers who desire need not make so much of the collection and exhibition of material gathered by the children, and can thus take the time for the supplementary examples. It has been felt by many of our workers that examples of architecture, ornament, or sculpture should be introduced to the pupils, as well as the masterpieces of painting. This supplementary outline for picture-study may perhaps meet this desire.

The teacher should strive to lead her class to appreciate good reproductions (not necessarily expensive ones) of standard examples illustrating a logical study of story, subject, arrangement, or artist. It is understood that the best reproductions that can be obtained will be shown to the class; but in order that no teacher need feel this feature a burden, it is suggested that much help may be found in the illustrations of current literature. Teachers who are able to influence donations for the decoration of school-rooms will doubtless in time obtain similar and related subjects in larger sizes and more expensive mediums. *The awakening of interest in reproductions of good examples is, however, the vital point;* editions and frames are of secondary importance at this stage.

Manual Training.

The outline aims to provide a logical series of exercises tending towards a development of the child through man-

OUTLINE OF LESSONS IN DRAWING.

ual training. It is believed that the thought of beauty of form, fitness of the object or model fashioned to some definite use, and its completeness as an educational unit are features as necessary and valuable educationally as skill in workmanship. The theory that the process of construction, with the attendant thought and necessary skill, was the end and aim of all manual training has been enriched by the idea that beauty and completeness of form, and fitness of decoration in surface or color, are also vital points to be considered in the planning of a series of exercises of the highest educational value. It is in the light of such a conception of the subject that the exercises have been based upon form and correlated with the form study and expression, in drawing, color work, and making. It is the purpose, as the work progresses to upper grades, to keep so closely in touch with the manual training exercises in use in Boston schools that mutual help and benefit will result from the correlation.

Correlation with Grade Studies.

The course of study is planned with the thought that the power for expression developed by the art instruction cannot help having great influence in the extension of the regular grade studies. The conversational lessons of the primary grades, upon form and its characteristics, offer abundant opportunities for drill in correct language expression, and supplement the regular work with a wealth of material for the play of the imagination. The graphic expression in free drawing may also be made of great value along this same line in the illustrations (necessarily crude and lacking in everything but a spontaneous free expression) which may accompany the study, either by conversation or writing of simple stories. Form study can

GENERAL NOTES.

be made of vast assistance in number work. The clear, definite concepts which are formed from the tangible types, the stick-laying and paper-folding of the primary grades, open a clearly defined avenue for the study of relations, dimensions, quantities, and divisions, while the sketches and drawings, although crude, may be made of vast help by the skilful teacher. History and geography are also greatly aided by the clear conception of position, location, and relation which the form study strengthens in such a healthy manner. The power for expression is as valuable here as in the language or the number work.

Disposition of Material.

Five or six examples *from each lesson*, which best illustrate the spirit of the effort, should be selected and retained until the end of the year, subject to the demands of exhibitions or the request of the Superintendent. The remaining work, *when it is of such a nature that it may be returned*, should be given from time to time to the pupils to be carried home, thus keeping a close touch between pupil, parent, and teacher. In selecting the examples to be retained it must be remembered that the *total collection retained each month should include not only some of the best work, but examples from every individual in the class.*

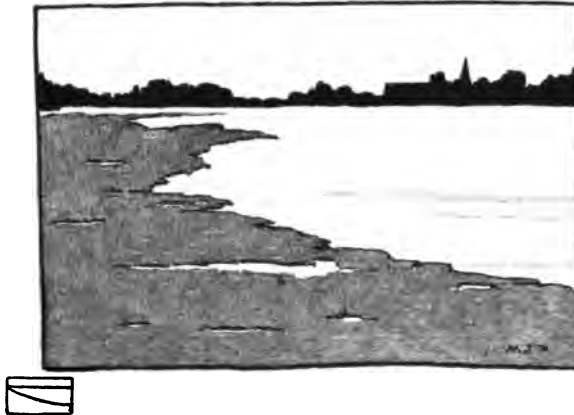
Time Allowance.

The attention of all teachers is called to the schedules of time allowances for the different grades plainly printed in various places in the text. *Under no circumstances are teachers to exceed these time allowances.* Principals should carefully watch any tendency to exceed the limit upon the part of any teacher. Many schools have carried out the program without difficulty from this standpoint; because,

OUTLINE OF LESSONS IN DRAWING.

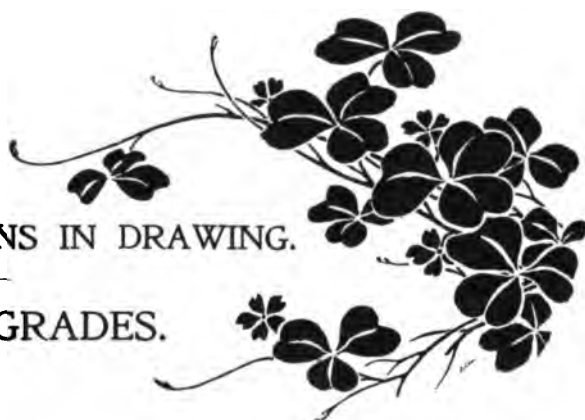
it should be added, the exercises chosen within those schools in the interpretation of the outline were simple and within the power of the pupils. Unless thoughtful consideration is given to this side of the subject, lessons will sometimes be undertaken which even more mature pupils than those in grammar grades would find difficulty in accomplishing.

Let us keep the work simple, carefully interpreting it within the power of the pupils, and avoiding too-ambitious projects more wisely fitted to an art school than the grammar class-room.



OUTLINE OF LESSONS IN DRAWING.

PRIMARY GRADES.



COURSE OF STUDY.

FIRST GRADE. — PRIMARY.

Form Study.

Sphere, cube, cylinder, hemisphere, square prism, right-angled triangular prism, and objects like these types.

Nature Study.

Natural phenomena, plants, animals, and birds.

Color Study.

Choice, relations. Recognition, names, ideal unit. Six leading colors. Making borders, etc., in one tone.

Appearances.

Representations of type-forms and objects like them.
Illustrations of simple stories.

Arrangements.

Geometric figures. Simple historic ornament. Borders.
Original arrangements. Space filling.

Facts.

Study of wholes — parts. Terms of location, position, direction, and relation. Patterns of surfaces.

Manual Training.

Modeling. Paper-folding. Tablet and stick laying.
Paper cutting and pasting. Making in paper.

Correlation.

Language expression. Imaginative work. Number.
Elementary geography.

Study of Pictures.

FIRST GRADE. — PRIMARY.

Time Allowance, Five 20-minute periods a week.

SEPTEMBER.

FIRST WEEK.

Lesson 1.

Conversational lesson. * Seeking the types in familiar spherical objects. Giving the name sphere in connection with the type-solid.

Note. — In every lesson with the type-solids, each child is to be provided with a model to handle and touch in order to give clearer concepts of form than is possible with sight alone.

Lesson 2.

Modeling the sphere in clay.

Lesson 3.

Conversational lesson, possibly with simple drawings on the blackboard, by the teacher, leading to nature study. The sun, its light, heat, and life-giving qualities. Its relation to the earth.

Lesson 4.

Modeling in clay familiar objects similar to the sphere.

Lesson 5.

Optional lesson.

Note. — The outline for this grade is planned to leave the lessons on Friday at the option of the teacher, with the exception of the Picture Days, for which more definite programs are planned.

* Teachers can find most helpful suggestions for the conduct of these lessons on form in "Primary Course in Art Education," by Mary Dana Hicks and Josephine C. Locke. This work has been authorized as a desk-book, and is therefore available to every Primary teacher.

OUTLINE OF LESSONS IN DRAWING.

This optional day allows for the *review* of any lesson which may not have been wholly satisfactory. It offers the opportunity for the introduction of special lessons planned by the teacher, or for exercises in which the form study, and later the drawing and color, may be made an aid in the expression of observations in nature study, science work, or the general illustrative effort of the school-room.

SECOND WEEK.

Lesson 1.

Conversational lesson. Seeking the types in familiar cubical objects. Giving the name cube in connection with the type-solid.

Lesson 2.

Modeling the cube in clay.

Lesson 3.

Conversational lesson, with simple blackboard drawings by teacher and pupils, of objects selected for nature study. The fruits of the early autumn, apples, grapes, or pears, may form the subject of the lesson. Half the class may express their observations by drawing while the other half may attempt to model an object in clay. Encourage blackboard drawings. They give definiteness to a lesson and help toward free drawing.

Lesson 4.

Modeling in clay familiar objects similar to the cube, such as a box, building-block, table, refrigerator, book, cart, trunk, valise, basket, etc.

Lesson 5.

Optional lesson.

In all lessons try to bring out a free use of the words sphere and cube, as well as the various terms of location.

THIRD WEEK.

Lesson 1.

Conversational lesson. Seeking the type in familiar cylindric objects. Giving the name cylinder in connection with the type-solid.

Lesson 2.

Modeling the cylinder in clay.

Lesson 3.

Conversational lesson on the cat and kittens. To be illustrated, if possible, by a live cat, a good picture, or a cast of the animal. Children should be encouraged at the close of the exercise to express their observations of the lesson on blackboard or paper.

Lesson 4.

Modeling in clay familiar objects similar to the cylinder, such as a rolling-pin, fire-cracker, tall hat, box, cooky, etc. The children should be encouraged to bring to the class-room small simple objects of this character.

Lesson 5.

September Picture Day.

Encourage the children to bring to the class-room from any source pictures of objects similar to the sphere, cube, or cylinder. The pictures should be pinned on the wall where all can see them, and a conversational lesson conducted, leading the children to recognize the form characteristics of each type, and to point out any simple grouping that may exist in these pictures. Encourage the children to express their preferences for any pictures, and close the lesson by rearranging the pictures, grouping those preferred by themselves and giving the others a less important position.

OUTLINE OF LESSONS IN DRAWING.

OCTOBER.

FIRST WEEK.

Lesson 1.

Conversational lesson. Action and stability of sphere, cube, and cylinder. Compare as to outside or surface. Three kinds of surface: round, plane, and curved. This lesson will need review.

Lesson 2.

Modeling spheres, cubes, and cylinders, paying particular attention to surface.

Lesson 3.

Conversational lesson with drawings on blackboard by teacher and pupil, as expression of observation in nature study. The moon and stars.

Lesson 4.

Color study. *Choice of color.

Lesson 5.

Optional lesson.

SECOND WEEK.

Lesson 1.

Conversational lesson. Action and stability of sphere, cube, and cylinder. Faces as parts of surface. Number and kinds of faces.

Lesson 2.

Exercises in clay or paper to bring out characteristics of faces.

* Teachers can find most helpful suggestions for the conduct of these lessons in color in "Suggestions for Instruction in Color." This work has been authorized as a desk-book, and is therefore available to every Primary teacher.

FIRST GRADE. — OCTOBER.

Lesson 3.

Conversational lesson with drawings on blackboard by teacher and pupils, of objects selected for nature study. Fruits and vegetables.

Lesson 4.

Color study. Choice and recognition of color. Color relations. Lead to appreciation of color. Play color games.

Lesson 5.

Optional lesson.

THIRD WEEK.

Lesson 1.

Conversational lesson with drawings to bring out shapes of faces. Sphere, cube, and cylinder. Find tablets of shapes of faces.

Lesson 2.

Modeling spheres, cubes, and cylinders. Cutting tablets of clay to bring out shapes of faces.

Lesson 3.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study. Dogs.

Lesson 4.

Color study. Choice and recognition of color. Color relations.

Lesson 5.

October Picture Day.

Encourage the children to find and bring to the classroom any pictures containing cats or kittens, dogs or puppies. These pictures should be pinned where all



THE CAT FAMILY.

Photographie Union, Munich.
By permission.

Adam.

the children may see them, and a conversational lesson conducted to review the prominent characteristics of the animals. In closing the lesson the teacher should present a picture of cats and kittens, either singly or in family groups, or dogs and puppies, similarly posed by some artist of note. Some statements regarding the life and work of the artist may perhaps be given by the teacher. The "artist examples" should if possible be kept in the class-room in a prominent position until the next picture day.

"The Cat Family," by J. Adam, is suggested as an example for study.

See the corresponding "Picture Days" of the various grades.

FOURTH WEEK.

Lesson 1.

Conversational lesson, studying edges. Sphere, cube, and cylinder. Numbers of edges. Kinds of edges: straight, curved. Find edges about the school-room.

FIRST GRADE. — NOVEMBER.

Lesson 2.

Modeling spheres, cubes, and cylinders. Cutting tablets of clay. Studying edges.

Lesson 3.

Optional lesson for expression of observations in nature study. A review of any of the lessons in nature study, or a new lesson planned by the teacher.

Lesson 4.

Color study. Choice and recognition of color. Color relations. Laying color units.

Lesson 5.

Optional lesson.

NOVEMBER.

FIRST WEEK.

Lesson 1.

Conversational lesson with cube and cylinder, leading to a recognition of the direction of edges.

Lesson 2.

Modeling of a box, tray, or rectangular drinking-trough.

Lesson 3.

Conversational lesson with drawings on blackboard, as expression of observations in nature study. Clouds and rain.

Lesson 4.

Color study. Choice and recognition of color. Color relations. Laying color units.

Lesson 5.

Optional lesson.

OUTLINE OF LESSONS IN DRAWING.

SECOND WEEK.

Lesson 1.

Conversational lesson with sphere, cube, and cylinder, leading to a recognition and observation of corners.
Kinds of corners: outside and inside.

Lesson 2.

Modeling a Thanksgiving box, a cubic inkstand, or some similar object, to emphasize corners.

Lesson 3.

Conversational lesson with drawings on blackboard, of objects for nature study. Vegetables of the Thanksgiving season.

Lesson 4.

Color study. Color relations. Laying color units.

Lesson 5.

Optional lesson.

THIRD WEEK.

Lesson 1.

Conversational lesson. Building with models. Action and stability. Placing, grouping, and arranging. Use of play-spirit and imagination.

Lesson 2.

Modeling spheres, cubes, and cylinders, to give ideas of size.

Lesson 3.

Conversational lesson with drawings on blackboard, of birds and fowls, as expression of observations in nature study. Geese, ducks, and turkeys.

FIRST GRADE. — NOVEMBER.

Lesson 4.

Color study. Color relations. Laying color units.

Suggestions: Soap bubbles, glass prisms, "peacock coal."

Lesson 5.

November Picture Day.

Encourage the children to find and bring to the class-room pictures illustrative of the spirit of the month's work in form or nature study, or typical of the Thanksgiving season.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may interest their pupils in stories of Luca della Robbia, the sculptor, who left so many studies of happy children in his Florentine home.

One of "The Babies," from the Children's Hospital, Florence, by Luca della Robbia, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Conversational lesson. Building with models and sticks. The wharf at Southampton. The "May-flower." The houses at Plymouth.

Lesson 2.

Modeling as an illustration of the Thanksgiving season.

Suggestions: Plymouth Rock, turkey, squash, pumpkin, grapes, nuts, etc.

Lesson 3.

Optional lesson for nature study.

Lesson 4.

Color study. Recognition of color. Color name of yellow. Encourage children to bring things to match the color studied for the week.

Lesson 5.

Optional lesson.

OUTLINE OF LESSONS IN DRAWING.

DECEMBER.

FIRST WEEK.

Lesson 1.

Conversational lesson, to teach horizontal position, using solids, faces, and edges.

Lesson 2.

Exercise in paper-folding.

Lesson 3.

Conversational lesson leading to drawings on black-board or paper, as expression of observations in nature study. Snow and hail.

Lesson 4.

Color study. Recognition of color. Color name of orange.

Lesson 5.

Optional lesson.

SECOND WEEK.

Lesson 1.

Conversational lesson with the sphere, cube, and cylinder, reviewing the names, action, and characteristics of surfaces, faces, edges, and corners. Teach vertical position.

Lesson 2.

Exercises in paper-folding.

Lesson 3.

Conversational lessons leading to drawings on paper, as Christmas souvenirs of observations in nature study. The greens of the Christmas season.

Lesson 4.

Exercises in paper-cutting.

FIRST GRADE. — DECEMBER.

Lesson 5.

Optional lesson.

THIRD WEEK.

Lesson 1.

Conversational lesson, reviewing terms of position and direction, by the use of spheres, cubes, and cylinders.

Lesson 2.

Exercises in stick-laying.

Lesson 3.

Conversational lesson leading to drawing on paper or blackboard, as expression of observations in nature study. Sheep.

Lesson 4.

Stick-laying with models and objects, to review the terms vertical and horizontal.

Lesson 5.

Christmas Picture Day.

Note. — If the "Picture Day" interferes with any customary Christmas exercises, or it is not desirable to incorporate this feature into these exercises, the "Picture Day" may be placed in the "Optional lesson" of the first or second week.

Encourage the children to find and bring to the classroom any pictures illustrative of the Christmas season. These pictures should be pinned where all the children may see them, and a conversational exercise conducted until it seems wise to present the special picture of the month. Lead the children to tell as much of the story of the picture as possible, and add to their observations such facts regarding the nationality of the artist, his life or work, as may seem proper. If



ARRIVAL OF THE SHEPHERDS.

Lerolle.

possible keep the picture on exhibition in the class-room until the next Picture Day.

"Arrival of the Shepherds," by H. Lerolle, is suggested as an example for study.

JANUARY.

FIRST WEEK.

Lesson 1.

An exercise in free paper-cutting.

Lesson 2.

Paper-folding, to review outside and inside corners.

Lesson 3.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study.
Frost and ice.

FIRST GRADE. — JANUARY.

Lesson 4.

Exercises in stick-laying, to give ideas of size.

Lesson 5.

Optional lesson.

SECOND WEEK.

Lesson 1.

An exercise in free paper-cutting.

Lesson 2.

Stick-laying, as illustrations of Mother Goose stories.

Lesson 3.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study.
Evergreen trees in winter.

Lesson 4.

Paper-folding exercise.

Lesson 5.

Optional lesson.

THIRD WEEK.

Lesson 1.

An exercise in paper-folding and free paper-cutting.

Lesson 2.

Paper-folding, stick-laying, or drawing exercise.

Lesson 3.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study.
Cattle.

"What I saw last summer."

"House That Jack Built."

"Little Boy Blue," etc.

Lesson 4.

Folding-paper exercises.

OUTLINE OF LESSONS IN DRAWING.

Lesson 5.

Optional lesson.

FOURTH WEEK.

Lesson 1.

Conversational lesson. Classification of common and familiar objects under the types. Study of surfaces, faces, edges, and corners.

Lesson 2.

Paper-folding or stick-laying exercises.

Lesson 3.

Optional lesson for nature study.

Lesson 4.

Paper-folding, stick-laying, or drawing exercise.

Lesson 5.

January Picture Day.

Encourage the children to find and bring to the class-room pictures illustrative of the spirit of the month's work in form or nature study, or typical of the season.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may interest their pupils in Benedetto da Majano, another sculptor of Florence, who delighted to introduce children's faces or angels' heads into his work.

"Madonna and Child," from the Strozzi monument, Santa Maria Novella, Florence, by Benedetto da Majano, is suggested as an example for study.

FEBRUARY.

FIRST WEEK.

Lesson 1.

Conversational lesson. Reviewing the sphere and developing the half-sphere. Seeking the half-sphere

FIRST GRADE. — FEBRUARY.

in familiar objects. Giving the name hemisphere in connection with the type-solid.

Lesson 2.

Modeling the sphere in clay and cutting the hemisphere with thread or string, or modeling the hemisphere directly by building or massing up from the table.

Note. — Exercises in clay modeling in midwinter should be planned for those hours when the rooms and the children are thoroughly warm. The clay should be placed for some time where it will be moderately warm. In case there are objections to clay modeling at this season, substitute for these exercises certain "Optional lessons."

Lesson 3.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study. Snow landscape.

Lesson 4.

Paper-folding, stick-laying, or drawing exercises.

Lesson 5.

Optional lesson.

SECOND WEEK.

Lesson 1.

Conversational lesson. Reviewing the cube and developing the square prism. Seeking the square prism in common and familiar objects. Giving the name square prism in connection with the type-solid.

Lesson 2.

Modeling the square prism in clay.

Lesson 3.

Conversational lesson with drawings on blackboard and paper as expression of observations in nature study. Leafless trees in winter.

OUTLINE OF LESSONS IN DRAWING.

Lesson 4.

Paper-folding, stick-laying, or drawing exercises.

Lesson 5.

Optional lesson.

THIRD WEEK.

Lesson 1.

Conversational lesson. Review the square prism and develop the right-angled triangular prism. Seeking the right-angled triangular prism in familiar objects. Giving the name right-angled triangular prism in connection with the type-solid.

Lesson 2.

Modeling the square prism in clay and making the right-angled triangular prism by cutting, or model the triangular prism.

Lesson 3.

Conversational lesson with drawings on blackboard and paper as expression of observations in nature study. Horses.

Lesson 4.

Paper-folding, stick-laying, or drawing exercise.

Lesson 5.

Optional lesson.

FOURTH WEEK.

Lesson 1.

Building exercises with sphere, cube, cylinder, hemisphere, square prism, and right-angled triangular prisms. Action and stability. Imagination.

Lesson 2.

Drawing the appearance of the cube. This is as much

FIRST GRADE. — FEBRUARY.

a "seeing" as a drawing lesson. Place the cubes "facing" and "turned."

Note. — Constant practice should be offered in physical exercises planned to give freedom of movement and muscular control. Care should also be exercised to secure pencil-holding.

Lesson 3.

Optional lesson in nature study.

Lesson 4.

Drawing the appearance of the square prism standing vertically, but placed below the eye.

Lesson 5.

February Picture Day.

Encourage the pupils to bring to the class-room any pictures of young children. These pictures should be pinned where all the pupils may see them, and a conversational exercise conducted until it seems wise to present the special picture of the month. Lead the children to tell as much of the story of the picture as possible, and add to their observations such facts regarding the nationality of the artist, his life or work, as may seem proper. If possible, keep the picture on exhibition in the class-room until the next Picture Day.

"James, Duke of York," by Vandyck, is suggested as an example for study.

Note. — This picture may be more familiar to some under the title of "Baby Stuart."



JAMES, DUKE OF YORK.
Vandyck.

OUTLINE OF LESSONS IN DRAWING.

MARCH.

FIRST WEEK.

Lesson 1.

Conversational lesson with free arm-practice and drawing on blackboard or paper. Hemisphere, square prism, and right-angled triangular prisms. Shapes of faces. Name, triangle.

Lesson 2.

Modeling the hemisphere. Consider the model as resting on a book with the plane face upward.

Lesson 3.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study. Familiar objects, or landscape in March wind.

Lesson 4.

Drawing the appearance of the square prism lying horizontally, but placed below the eye.

Lesson 5.

Optional lesson.

SECOND WEEK.

Lesson 1.

Conversational lesson with triangular prism. Review shapes of faces. Teach oblique position.

Lesson 2.

Model some simple hemispherical object like a bowl. Consider the object as resting in its natural position. (See the corresponding lesson of the previous week.)

FIRST GRADE. — MARCH.

Lesson 3.

Conversational lesson leading to drawings on blackboard or paper, as expression of observations in nature study. Germinating seeds or budding twigs.

Lesson 4.

Drawing the appearance of the cube. Place the model below the eye with one edge to the front.

Lesson 5.

Optional lesson.

THIRD WEEK.

Lesson 1.

Drawing the appearance of the cylinder. Constant practice should be given in the physical exercises to afford better muscular control and more freedom of movement.

Lesson 2.

Model an orange resting upon a book.

Lesson 3.

Conversational lesson leading to drawings on blackboard or paper as expression of observations in nature study. Rabbits or squirrels.

Lesson 4.

Drawing the appearance of the sphere. Drawing a base-ball, marbles, or oranges from memory. The drawings should be made freely, several upon a sheet, and executed in succession as illustrations of the teacher's conversation. Avoid careless arrangement on the sheet.

Lesson 5.

Optional lesson.

OUTLINE OF LESSONS IN DRAWING.

FOURTH WEEK.

Lesson 1.

Drawing the appearance of the hemisphere. Constant practice in physical training will greatly aid this work.

Lesson 2.

Drawing the appearance of the cube. Drawing a box or a block from memory. Drawings to be executed with freedom and despatch, several upon a sheet, as illustrations of the teacher's conversation. Avoid careless arrangement on the sheet.

Lesson 3.

Optional lesson in nature study.

Lesson 4.

Color study. Recognition of color. Color name of red.

Lesson 5.

March Picture Day.

Encourage the children to find and bring to the class-room pictures illustrative of the spirit of the month's work in form or nature study, or typical of the season. Place the pictures on exhibition where they may be seen by all the pupils. Conduct a conversational lesson with free illustrative sketches, on blackboard or paper, of some important features in the illustrations.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may interest their pupils in another example of the work of Luca della Robbia, the Florentine sculptor.

"Trumpeters and Dancing Children," by Luca della Robbia, in the Cathedral Museum, Florence, is suggested as an example for study.

FIRST GRADE. — APRIL.

APRIL.

FIRST WEEK.

Lesson 1.

Conversational lesson with stick-laying and drawing to teach parallel relation. Use cylinder and prisms for faces and edges.

Lesson 2.

Drawing the appearance of the cylinder. Drawing a tomato can, a tumbler, or a muff from memory. Drawings to be executed with freedom and despatch, several upon a sheet, as illustrations of the teacher's conversation.

Lesson 3.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study. Showers, sunshine, rainbows, and sunsets.

Lesson 4.

Color study. Recognition of color. Review of colors and color names of yellow, orange, and red.

Lesson 5.

Optional lesson.

SECOND WEEK.

Lesson 1.

Conversational lesson to teach perpendicular relation, faces, and edges. Use cube and prisms.

Lesson 2.

Drawing the appearance of the hemisphere. Drawing a bowl or a half orange from memory. Drawings to be executed with freedom and despatch, several upon a sheet, as illustrations of the teacher's conversation.

OUTLINE OF LESSONS IN DRAWING.

Lesson 3.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study.
Germinating seeds. Budding twigs. Early flowers.

Lesson 4.

Color study. Color name of violet.

Lesson 5.

Optional lesson.

THIRD WEEK.

Lesson 1.

Conversational lesson with comparison of types and objects. Stick-laying and drawing to develop a recognition of square and sharp corners. Square and right-angled triangular prisms.

Lesson 2.

Modeling cylindrical cans, muffs, barrels, etc., from memory.

Lesson 3.

Conversational lesson with drawing on blackboard and paper, as expression of observations in nature study.
Sparrows, pigeons, gulls, or early birds.

Lesson 4.

Color study. Color name of blue.

Lesson 5.

April Picture Day.

Encourage the pupils to bring to the class-room any pictures of young children with their mothers or older sisters. Lead the children to recognize the spirit of protection, love, and watchful care of parents, or sisters

and brothers, for the younger children of a family. The pictures brought by the children should be pinned where all the pupils may see them, and a conversational exercise conducted until it seems wise to present the special picture of the month. Bring out as much of the story of the picture as possible, by questioning the children, and add to their observations such facts regarding the life and work of the artist as may seem desirable or proper. If it is possible to do so, keep the special picture of the month on view in the class-room until the next Picture Day.

"Charitas," by Abbott Thayer (Boston Museum of Fine Arts), is suggested as an example for study.



CHARITAS.

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Thayer.

MAY.

FIRST WEEK.

Lesson 1.

Conversational lesson with stick-laying and drawing to develop a recognition of blunt corners. Square and triangular prisms in combination; also square and triangular tables.

Lesson 2.

Modeling boxes, blocks, or cubical baskets from memory.

OUTLINE OF LESSONS IN DRAWING.

Lesson 3.

Conversational lesson with drawings on blackboard or paper, as expression of observations in nature study. Brooks, rivers, and ponds.

Lesson 4.

Color study. Color name of green.

Lesson 5.

Optional lesson.

SECOND WEEK.

Lesson 1.

Conversational lesson with models, and free drawing on blackboard or paper, to briefly review the varied features of surface, faces, edges, and corners.

Lesson 2.

Modeling base-balls, marbles, beads, etc., from memory.

Lesson 3.

Conversational lesson with drawings, as expression of observations in nature study. Budding leaves or blossoming boughs. Drawings may be made with pencil or brush.

Lesson 4.

Color study. Choice and recognition of color under color names.

Lesson 5.

Optional lesson.

THIRD WEEK.

Lesson 1.

Conversational lesson with models and free drawing to briefly review the terms of position, direction, and relation.

FIRST GRADE. — MAY.

Lesson 2.

Modeling an apple resting on a book.

Lesson 3.

Conversational lesson with drawings as expression of observations in nature study. Birds and nests.

Lesson 4.

Color study. Choice of favorite color. Laying ideal color units from the color selected.

Lesson 5.

May Picture Day.

Encourage the children to find and bring to the classroom pictures illustrative of the spirit of the month's work in form or nature study, or typical of the season. Place the pictures on exhibition where they may be seen by all the pupils. Conduct a conversational lesson with free illustrative sketches, on blackboard or paper, of some important features in the illustration.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may interest their pupils in a companion example to the della Robbia panel of the March lesson.

"Drummers and Dancing Children," by Luca della Robbia (Cathedral Museum, Florence), is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Conversational lesson with models in groups and combinations, to briefly review the terms of position, direction, and relation.

Lesson 2.

Modeling half oranges, bowls, caps, etc., from memory.

OUTLINE OF LESSONS IN DRAWING.

Lesson 3.

Optional lesson in the expression of observations in nature study.

Lesson 4.

Color study. Choice of favorite colors. Arrangements.

Lesson 5.

Optional lesson.

JUNE.

FIRST WEEK.

Lesson 1.

Conversational lesson with drawings illustrating growth and character of grasses.

Lesson 2.

Modeling in clay a simple spray of leaves on a rectangular tablet.

Note. — Model up from the tablet. Do not cut out the leaves and lay on the tablet.

Lesson 3.

Conversational lesson with drawings, as expression of observations in nature study. Springs or fountains.

Lesson 4.

Color study. Choice of favorite color. Arrangements of color tablets as borders.

Lesson 5.

Optional lesson.

SECOND WEEK.

Lesson 1.

Conversational lesson with drawings illustrating growth and grouping of leaves.

FIRST GRADE. — JUNE.

Lesson 2.

Modeling in clay a simple spray of flowers on a circular tablet.

Lesson 3.

Conversational lesson with drawings, as expression of observations in nature study. Aquatic plants, sedges.

Lesson 4.

Modeling in clay a bunch of leaves or blossoms on a rectangular tablet.

Lesson 5.

Optional lesson.

THIRD WEEK.

Lesson 1.

Conversational lesson with drawings illustrating growth and grouping of flowers and leaves.

Lesson 2.

Modeling in clay a simple bunch of flowers and leaves on a vertical rectangular tablet.

Lesson 3.

Conversational lesson with drawings, as expression of observations in nature study. Birds, nests, and eggs.

Lesson 4.

June Picture Day. Encourage the pupils to bring to the class-room any pictures of young animals associated particularly with the out-door life of the spring-time. Lead the children to recognize the spirit of protection and care of animals for their young, and the family relationships thus displayed. The pictures brought by the children should be pinned where all may see them, and a conversational exercise con-

OUTLINE OF LESSONS IN DRAWING.

ducted until it seems wise to present the special picture of the month. Bring out as much of the story of the picture as possible, by leading the children to express their observations in their own manner. If it is possible to do so, keep the special picture of the month on view in the class-room until the next Picture Day.

“The Nursery,” by E. A. Waterlow, is suggested as an example for study.

Note. — Many teachers have found it difficult to secure this picture in an inexpensive form suitable for individual study by the children. Another example similar in spirit may easily be substituted.



THE NURSERY.

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Waterlow.

COURSE OF STUDY.

SECOND GRADE. — PRIMARY.

Form Study.

Ellipsoid, ovoid, equilateral triangular prism, cone, pyramid, vase-forms, and objects like these types.

Nature Study.

Natural phenomena. Plants, animals, and birds. Study of pose.

Color Study.

Tones, tints. Six leading colors and their tints. Scales. Borders, rosettes, etc., in two tones.

Appearances.

Representations of type-forms and objects like them. Illustrations of simple stories.

Arrangements.

Geometric figures. Simple historic ornament. Borders. Original arrangements. Space-filling.

Facts.

Study of wholes — parts. Terms of location, position, direction, relation, and proportion. Patterns of surfaces.

Manual Training.

Modeling. Paper-folding. Tablet and stick laying. Paper cutting and pasting. Making in paper.

Correlation.

Language expression, oral and written. Imaginative work. Number. Elementary geography.

Study of Pictures.

SECOND GRADE. — PRIMARY.

Time Allowance, Five 25-minute periods a week.

SEPTEMBER.

GENERAL NOTES. — In order that the children may handle the pencils more freely, the teachers are asked to insist upon long pencil holding, and to avoid erasing. A vertical position for the brush, if used, will be found best.

Encourage drawing on the blackboard. It gives definiteness to a lesson and is a help towards free drawing.

In every lesson with the type-solids, each child is to have his own model to grasp and handle.

In the optional lessons it is hoped that a portion of the time will be spent in drawing from simple objects like the type-solids.

FIRST WEEK.

Lesson 1.

- * Conversational lesson with sphere, cube, and common objects to reawaken an interest in the action and stability of the types.

Lesson 2.

Modeling the sphere and cube in clay.

Lesson 3.

Drawing the appearance of the cube.

* Teachers can find most helpful suggestions for the conduct of these lessons on form in "Primary Course in Art Education," by Mary Dana Hicks and Josephine C. Locke. This work has been authorized as a desk-book, and is therefore available to every Primary teacher.

SECOND GRADE. — SEPTEMBER.

Lesson 4.

Optional lesson.

Note. — The outline for this Grade is planned to leave the lessons for Thursday at the option of the teacher, with the exception of the Picture Days, for which more definite programs are planned. This optional day allows for the *review* of any lesson which may not have been wholly satisfactory. It offers the opportunity for the introduction of special lessons planned by the teacher, or for exercises in which the form study, and later the drawing and color, may be made an aid in the expression of observations in nature study, science work, or the general illustrative effort of the school-room.

Lesson 5.

Conversational lesson with drawings on the blackboard by teacher and pupils, as expression of observations in nature study. The sun, its light, heat, and life-giving qualities. Its relation to the earth.

Note. — It will be observed that this lesson is outlined in a manner similar to the corresponding month and lesson of the First Grade. A similarity of outline may, perhaps, be noticed as the work proceeds. There is a good fundamental reason for this, and one which every teacher will recognize. The impressions of the child's first year are never firmly fixed, and he needs to be led again and again to the same objects and phenomena in order that later progress may be sure and healthy. The teacher should endeavor in the lessons in nature study throughout this second year, in addition to the features before studied, to constantly develop an observation in color, color in nature's phenomena, in her plants and animals.

SECOND WEEK.

Lesson 1.

Conversational lesson with sphere, cube, cylinder, and common objects, to strengthen the interest in action and stability of the solids, and reawaken a recognition of surfaces and faces.

OUTLINE OF LESSONS IN DRAWING.

Lesson 2.

Modeling the cube and cylinder in clay.

Lesson 3.

Drawing the appearance of the cylinder.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson, with simple blackboard drawings by teacher and pupils, of fruits selected for nature study. Modeling in clay may also be attempted.

THIRD WEEK.

Lesson 1.

Conversational lesson with sphere, cube, cylinder, and common objects, to strengthen the interest in faces, their shapes and edges. Draw flower-beds or table-tops, circle, oblong, and square.

Lesson 2.

Modeling the sphere, cube, and cylinder in clay, and cutting tablets.

Lesson 3.

Laying simple arrangements of tablets, with the thought of strength in arrangement.

Lesson 4.

September Picture Day.

Encourage the children to bring to the class-room from any source pictures of spherical, cubic, or cylindric objects illustrating action and stability, surfaces, faces, and edges. Place the pictures on exhibition where all may see them, conduct a conversational lesson, and close the exercise by a classification of pictures under some chosen characteristic feature.

SECOND GRADE. — OCTOBER.

Lesson 5.

Conversational lesson on the cat and kittens. Illustrate this lesson if possible with a live cat, and if not possible, secure a good picture of the animal. Expression by drawing or modeling.

OCTOBER.

FIRST WEEK.

Lesson 1.

Conversational lesson with sphere, cylinder, and hemisphere, to strengthen the interest in the action, surface, and faces of the types.

Lesson 2.

Modeling the sphere and developing the hemisphere; modeling the hemisphere or object like hemisphere.

Lesson 3.

*Color study. Choice and recognition of color. Relationship. Color in autumn leaves.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings by the children, as expression of observations in nature study. The moon in its phases. The stars — "The Dipper."

SECOND WEEK.

Lesson 1.

Conversational lesson with cube, cylinder, and square

* Teachers can find most helpful suggestions for the conduct of these lessons in color in "Suggestions for Instruction in Color." This work has been authorized as a desk-book, and is therefore available to every Primary teacher.

OUTLINE OF LESSONS IN DRAWING.

prism, to strengthen the interest in the action, surface, faces, and edges of the types.

Lesson 2.

Modeling the square prism; modeling some familiar object like the square prism.

Lesson 3.

Color study. Relation and arrangement. Glass prisms. Soap bubbles, shells, "peacock coal," etc.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings by the children, as expression of observations in nature study. Autumn foliage and fruits.

THIRD WEEK.

Lesson 1.

Conversational lesson with square prism and right-angled triangular prism, to strengthen an interest in the action, surface, faces, and edges of the types.

Lesson 2.

Modeling the right-angled triangular prism, or some familiar object like the types.

Suggestions: Triangular prism or square prism for "House That Jack Built," chicken coop with little chickens.

Lesson 3.

Color study. Selection and arrangement for the ideal unit.

Lesson 4.

October Picture Day.

Encourage the children to find and bring to the class-

room any pictures illustrating cats or dogs. Place these on exhibition and conduct a conversational lesson. The lesson may be closed by the presentation of some well-known picture, with a brief story of the life and work of the artist.

"Girl with Cat," by Paul Hoecker, is suggested as an example for study.

See the corresponding "Picture Days" of the various grades.

Lesson 5.

Conversational lesson with drawings by the children, as expression of observations in nature study. Dogs. Different breeds.



GIRL WITH CAT. Hoecker.

FOURTH WEEK.

Lesson 1.

Conversational lesson. Seeking the types in familiar objects resembling the ellipsoid. Giving the name ellipsoid in connection with the type-solid. Studying the characteristics of the new form and giving the name ellipse to the shape of the outline.

Lesson 2.

Modeling an ellipsoid and some familiar object like the type.

Lesson 3.

Color study. Arrangements with tablets.

Lesson 4.

Optional lesson.

OUTLINE OF LESSONS IN DRAWING.

Lesson 5.

Optional lesson for expression of observations in nature study. Wind and falling leaves. Sunsets. Seed-pods and nuts. Squirrels. Southward movement of birds. Last flowers of the season.

NOVEMBER.

FIRST WEEK.

Lesson 1.

Conversational lesson with the ellipsoid, ovoid, and ellipsoidal and ovoidal objects. Seeking the types in familiar objects and comparing the ellipsoid with the ovoid.

Lesson 2.

Modeling the ovoid in clay.

Lesson 3.

Color study. Selection, arrangements. Recognition of red, orange, and yellow.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings by the children, as expression of observations in nature study. Fogs, clouds, and rain.

SECOND WEEK.

Lesson 1.

Conversational lesson with the right-angled triangular prism, the equilateral triangular prism, and objects similar to them. Shapes of faces. Triangles, leading to a recognition of the equilateral triangular prism.

SECOND GRADE. — NOVEMBER.

Lesson 2.

Modeling the equilateral triangular prism in clay.

Lesson 3.

Color study. Recognition and selection of green, blue, and violet.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings by the children, as expression of observations in nature study. Vegetables of the Thanksgiving season.

THIRD WEEK.

Lesson 1.

Development of surface. Pattern-making of cube.

Lesson 2.

Drawing the appearance of a group, arranged by the children, composed of a cube and hemisphere.

Lesson 3.

Color study. Scales of red, orange, and yellow.

Lesson 4.

November Picture Day.

Conversational lesson conducted to bring out the good points in the collection of pictures brought by the children as illustrative of the Thanksgiving spirit.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find their pupils interested in sculptors who have made studies of animals.

"Cat," "Rabbit," or "Cock," by Frémiet, are suggested as examples for study.

OUTLINE OF LESSONS IN DRAWING.

Lesson 5.

Conversational lesson with drawings by the children, as expression of observations in nature study. Geese, turkeys, or ducks.

FOURTH WEEK.

Lesson 1.

Development of surface and pattern-making of square prism.

Lesson 2.

Drawing the appearance of a group, arranged by the children, composed of a cylinder and square prism.

Lesson 3.

Color study. Scales laid according to hue and tone.

Lesson 4.

Optional lesson.

Lesson 5.

Optional lesson for the expression of observations in nature study.

DECEMBER.

FIRST WEEK.

Lesson 1.

Development of surface and pattern-making of the equilateral triangular prism.

Lesson 2.

Drawing the appearance of a group, arranged by the children, composed of a sphere and right-angled triangular prism, or a cylinder and the prism.

SECOND GRADE. — DECEMBER.

Lesson 3.

Color study. Arrangement and pasting of scales of red, orange, and yellow.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings by the children, as expression of observations in nature study. Snow and hail. Snow landscape.

SECOND WEEK.

Lesson 1.

Grouping, locating, and comparing the type-forms to fix firmly in mind the terms of location and relation.

Lesson 2.

Drawing the appearance of a group composed of familiar objects like the hemisphere and cube, hemisphere and cylinder, etc.

Lesson 3.

Tablet or stick laying, free drawing or paper-cutting, to illustrate a simple story, giving some facts about the historic unit, the Greek cross.

Lesson 4.

Christmas Picture Day.

See notes under the "Christmas Picture Day" of the First Grade, and also the corresponding "Picture Days" of the various grades.



HOLY NIGHT.

Correggio.

OUTLINE OF LESSONS IN DRAWING.

"The Holy Night," by Correggio, is suggested as an example for study.

Lesson 5.

Conversational lesson with drawings by the children, as expression of observations in nature study. Ever-green trees. Trees and snow landscape. It may be of interest to see how the Japanese love and draw trees in snow-time.

THIRD WEEK.

Lesson 1.

Grouping, locating, and comparing the type-forms. Observing characteristics and relations. General review. Have much free drawing.

Lesson 2.

Drawing the appearance of a group composed of a basket with eggs. A strawberry basket with the larger models might be used.

Lesson 3.

Stick-laying, drawing, or free cutting to illustrate a simple story, giving some facts about the historic unit, the Maltese cross.

Save any drawings or cuttings to use in April.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings by the children, as expression of observations in nature study. Sheep and cattle. Suggestions: What I saw last summer, Little Bopeep, etc.

SECOND GRADE. — JANUARY.

JANUARY.

FIRST WEEK.

Lesson 1.

Study of proportion as observed in solids and surfaces.

Lesson 2.

Drawing the appearance of some simple familiar cubic object. Facing and turned. Suggestions: Box, building block, cake of soap, etc.

Lesson 3.

Paper-folding by dictation. Diameters, diagonals, semi-diameters and diagonals. Bisection. The Maltese cross.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study. Frost and ice. Frozen rivers and ponds. Frost on windows.

SECOND WEEK.

Lesson 1.

Study of shapes and proportions of outlines. Simple proportions of square, oblong, and oval, as 1 to 2, 2 to 3, etc. After this lesson use the word proportion as often as possible.

Lesson 2.

Drawing the appearance of a group composed of cube and cylinder.

OUTLINE OF LESSONS IN DRAWING.

Lesson 3.

Studying arrangements with tablets either in borders or around a centre.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study. Leafless trees. Character and growth.

THIRD WEEK.

Lesson 1.

Study of shapes and comparisons of outlines.

Lesson 2.

Drawing the appearance of a group composed of sphere and square prism.

Lesson 3.

Building-exercises with the models. Houses and barns.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings, as expression of observations in nature study. Horses.

FOURTH WEEK.

Lesson 1.

Study of triangles by exercises in paper-folding.

Lesson 2.

Tablet-laying and free drawing to illustrate a simple

SECOND GRADE. — FEBRUARY.

story, giving some facts about the historic unit, the quatrefoil.

Lesson 3.

Building-exercises with the models. Railway stations, lighthouses.

Lesson 4.

January Picture Day.

Conversational lesson conducted to bring out the good points in the collection of pictures brought by the children as illustrative of the work of the month, or typical of the season.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may continue the study of animals in sculpture begun in November.

"The Flight of Time," by William Morris Hunt, is suggested as an example for study.

Lesson 5.

Optional lesson in nature study.

FEBRUARY.

FIRST WEEK.

Lesson 1.

Drawing the appearance of a group composed of a hemisphere resting upon a cube placed with a face to the front.

Lesson 2.

Planning borders with circular and elliptical tablets.
Study of proportion and arrangement.

Lesson 3.

Building-exercise with the models. Churches, halls, and towers.

OUTLINE OF LESSONS IN DRAWING.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study.
Snow landscape.

SECOND WEEK.

Lesson 1.

Drawing the appearance of a group composed of a hemisphere resting upon a cube placed with one edge to the front.

Lesson 2.

Study of the development of the pattern of a cone
Utilize the model, creasing the pattern as the model is rolled upon the surface.

Lesson 3.

Continuation of the preceding lesson.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study.
Leafless trees in winter.

THIRD WEEK.

Lesson 1.

Drawing the appearance of a group composed of an ellipsoid resting upon a square prism lying upon a long side with one face to the front. Note the relative size of the two solids.

SECOND GRADE. — FEBRUARY.

Lesson 2.

Review corners with tablets. Teach square corner equals right angle.

Lesson 3.

Continuation of the preceding lesson. Teach sharp corner equals acute angle, and blunt corner equals obtuse angle.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard and paper, as expression of observations in nature study. Winter birds: sparrows, gulls, crows, or blue-jays.

FOURTH WEEK.

Lesson 1.

Drawing the appearance of a group composed of familiar objects resembling the sphere, hemisphere, or cylinder. Do not use more than two objects.

Lesson 2.

Cut and arrange simple units in the form of rosettes or quatrefoils upon a square of lighter-toned paper.

Lesson 3.

Paste the units cut during the preceding lesson.

Lesson 4.

February Picture Day.

See notes under the "February Picture Day" of the First Grade, and also the corresponding "Picture Days" of the various grades.

"Prince Don Balthazar," by Velasquez (Madrid), is suggested as an example for study.

Lesson 5.

Optional lesson in nature study.



PRINCE DON BALTHAZAR. Valasquez.

MARCH.

FIRST WEEK.

Lesson 1.

Conversational lesson with cubes, prisms, and tablets. Review angles.

Lesson 2.

Drawing the appearance of a simple group of fruit or vegetables.

Lesson 3.

Study the action of the human figure and express the observations by drawings or stick-laying.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson leading to drawings on blackboard or paper, as expression of observations in nature study. Action of wind.

SECOND WEEK.

Lesson 1.

Conversational lesson with prisms and tablets, leading to a continued recognition of the corners and angles.

Lesson 2.

Drawing the appearance of a simple group of fruit or vegetables.

Lesson 3.

Study of the expression of the face, and illustrate these

SECOND GRADE. — MARCH.

observations by simple and more or less conventional drawings, or draw a child as a Mother Goose character.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson leading to drawings on blackboard or paper, as expression of observations in nature study. Seeds and buds.

THIRD WEEK.

Lesson 1.

Conversational lesson with cone and objects resembling it. Seeking the type among the common objects.
Giving the name cone to the ideal form.

Lesson 2.

Modeling the cone or some similar object in clay.

Lesson 3.

Arranging vertical and horizontal borders with the tablets, thus developing ideas of repetition and alternation.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson leading to drawings on the blackboard or paper, as expression of observations in nature study. Rabbits or squirrels.

FOURTH WEEK.

Lesson 1.

Conversational lesson with square pyramid and objects resembling it. Seeking the type among common

OUTLINE OF LESSONS IN DRAWING.

objects. Giving the name square pyramid in connection with the ideal form.

Lesson 2.

Modeling the square pyramid in clay.

Lesson 3.

Color study. Arrangement and pasting of scales of green, blue, and violet.

Lesson 4.

March Picture Day.

Conversational lesson conducted to bring out the good points in the collection of pictures brought by the children as illustrative of the work of the month, or typical of the season.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may review the work of Luca della Robbia.

"Madonna, Child, and Angels," by Luca della Robbia, is suggested as an example for study.

NOTE. — The pupils will be interested to know that this relief is over a house door in an unfrequented street in Florence. (No. 93, Via dell' Agnolo.) It is illustrated in the Syllabus of Lectures, series of '97, page 32.

Lesson 5.

Nature study. Food roots, parsnips, potatoes, beets, carrots, etc., like the cone and ovoid.

APRIL.

FIRST WEEK.

Lesson 1.

Conversational lesson with vases and wooden vase-form, leading to a recognition and appreciation of the type as an ideal form.

SECOND GRADE. — APRIL.

Lesson 2.

Modeling vases of different form in clay.

Lesson 3.

Color study. Cutting, arranging, and pasting scales.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard or paper, leading to the expression of observations in nature study. Seedlings.

SECOND WEEK.

Lesson 1.

Drawing the appearance of a simple group containing the vase-form. Suggestions: Vase and sphere, vase and cube, vase and ellipsoid, etc.

Lesson 2.

Modeling vases of different form in clay.

Lesson 3.

Development of pattern of square pyramid.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard or paper, leading to the expression of observations in nature study. Budding twigs and early flowers.

Note. — In all the drawings undertaken under nature study, care and attention should be given to planning the *freehand* outline in which the drawing is to be made, proportion and position being important points to be considered. After a well-proportioned free-

OUTLINE OF LESSONS IN DRAWING.

hand outline (suitable to the character of the example to be drawn) is obtained, the placing of the drawing in the best possible position within it should receive most careful attention. Proper space-filling is one of the underlying principles of all good composition.

THIRD WEEK.

Lesson 1.

Drawing the appearance of simple groups of objects or type-forms in various positions. Suggestions: Vegetables like the cone, objects like hemisphere.

Lesson 2.

Laying arrangements of quatrefoils as a border. Drawing, cutting, and pasting these arrangements in colored papers.



FRIGHTENED BATHER.

See the
"Century Magazine," Nov., 1897.

Demont-Breton.

Lesson 3.

Color study. Draw and cut a Maltese cross. Paste and mount upon a square of lighter tone. Mount upon a larger sheet.

Use drawings or cuttings made in January.

Lesson 4.

April Picture Day.

See notes under the "April Picture Day" of the First Grade, and also the corresponding "Picture Days" of the various grades.

"Frightened Bather," by Virgie Demont-Breton, is suggested as an example for study.

SECOND GRADE. — MAY.

Lesson 5.

Conversational lesson with drawings on blackboard or paper, leading to the expression of observations in nature study. Flight of birds.

MAY.

FIRST WEEK.

Lesson 1.

Drawing budding twigs in rectangular spaces, as studies of proportion and arrangement.

Lesson 2.

Modeling budding twigs in clay, studying good arrangements in relief on well-proportioned rectangular panels. Build up from the clay panel.

Lesson 3.

Color study. Draw and cut a quatrefoil. Paste and mount upon a square of lighter tone. Mount upon a larger sheet.

Lesson 4.

Optional lesson.

Lesson 5.

Draw a lemon, cocoanut, or squash, or some simple object like an ellipsoid or ovoid.

SECOND WEEK.

Lesson 1.

Drawing grasses or sprays in rectangular or circular spaces, as studies of proportion and arrangement.

Lesson 2.

Modeling sprays of leaves in clay against rectangular or circular panels as backgrounds.

OUTLINE OF LESSONS IN DRAWING.

Model up from the clay panel. Do not make leaves and panel separately and lay on one another.

Lesson 3.

Memory drawings of solids and objects like the solids.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard or paper, as expression of observations in nature study.
Budding branches and blossoming boughs.

THIRD WEEK.

Lesson 1.

Drawing flowering plants in rectangular or circular spaces, as studies in proportion and arrangement.

Lesson 2.

Modeling flowering plants in clay against rectangular or circular panels as backgrounds.

Lesson 3.

Color study. Draw and cut a rosette, cutting detached petals. Cut a circle to form the centre. Paste upon a circle of lighter tone. Mount upon a larger sheet.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard or paper, as expression of observation in nature study.
Birds and nests.

FOURTH WEEK.

Lesson 1.

Draw from some simple object like the ellipsoid, cone, pyramid, or ovoid.

SECOND GRADE. — JUNE.

Lesson 2.

Modeling flowering branches in clay against rectangular panels as backgrounds, as studies of proportion and arrangement.

Lesson 3.

Color study. Drawing and cutting squares of two tones, circles and strips of one tone. Arrange and paste the squares as eight-pointed stars, alternating with the circles to make a border.

Lesson 4.

May Picture Day.

Conversational lesson conducted to bring out the good points in the collection of pictures brought by the children as illustrative of the work of the month, or typical of the season.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may interest their pupils in another Florentine sculptor who made many studies of children.

"Laughing Boy," by Donatello, is suggested as an example for study.

Lesson 5.

Optional lesson. Expression of observations in nature study; or tell story about teapot or dipper. Draw same.

JUNE.

FIRST WEEK.

Lesson 1.

Drawing of flowering plants or flowers in rectangular

OUTLINE OF LESSONS IN DRAWING.

or circular spaces, as studies of proportion, arrangement, and contrast of line.

Lesson 2.

Modeling flowering plants or flowers in clay against rectangular or circular panels as backgrounds.

Lesson 3.

Color study. Drawing and cutting squares and strips of one tone. Paste upon a sheet of lighter tone to make a simple Greek fret.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard or paper, as expression of observation in nature study. Fields and trees.

SECOND WEEK.

Lesson 1.

Drawing of flowering plants or flowers in rectangular or circular spaces, as studies of proportion, arrangement, and contrast of line.

Lesson 2.

Modeling flowering plants, flowers, or sprays of leaves in clay against rectangular or circular panels as backgrounds.

Lesson 3.

Drawing of flowers as rosettes.

Lesson 4.

Optional lesson.

Lesson 5.

Conversational lesson with drawings on blackboard or paper, as expression of observations in nature study. Aquatic plants or vines.

THIRD WEEK.

Lesson 1.

Drawing of flowering plants or flowers in rectangular or circular spaces, as studies of proportion, arrangement, and contrast of line.

Lesson 2.

Modeling flowering plants or flowers in clay against rectangular or circular panels as backgrounds.

Lesson 3.

Drawing flowers as rosettes with leaves as backgrounds.

Lesson 4.

June Picture Day.

"Watering Trough in the Meadow," by Jules Dupré, is suggested as an example for study.

Lesson 5.

Conversational lesson with drawings on blackboard or paper, as expression of observations in nature study. Birds, nests, and eggs.



WATERING TROUGH IN THE MEADOW.

Dupré.

COURSE OF STUDY.

THIRD GRADE. — PRIMARY.

REPRESENTATION.

Nature Study.

Sedges, grasses, leaves, flowers, and fruit.

Familiar and Beautiful Objects.

Objects like the sphere, cube, cylinder, hemisphere, and prisms.

Type-forms.

Sphere, cube, cylinder, hemisphere, and prisms in groups.

Studies of Life.

Pose drawing. Study of animals.

Composition.

Selection, arrangement. Space-filling.

Expression.

Outline. Light and dark. Color.

DECORATION.

Historic Study.

Universal elements. Quatrefoil, cross, zigzag, and frets.

Nature Study.

Leaves, arrangement and idealization.

Principles of Composition.

Space variation. Repetition.

THIRD GRADE. — PRIMARY.

Creative Effort.

Geometric outline. Space-filling. Plaids, mosaic units.

Color.

Color unit. Six intermediate colors and two tints of each. Scaling of tints.

Expression.

Outline. Light and dark. Color.

CONSTRUCTION.

Models and Objects.

Cube, cylinder, prisms, boxes, etc.

Patterns and Developments.

Patterns of rectangular models and objects.

Working Drawings.

Figured patterns.

Expression.

Full, light, and dimension lines. Drawing, freehand.

Constructive Design.

Rectangular objects. Pleasing proportion.

Manual Training.

Making in paper or light cardboard.

Correlation Exercises.

Study of Pictures.



THIRD GRADE. — PRIMARY.

Time Allowance, Five 30-minute periods a week.

SEPTEMBER.

GENERAL NOTES. — The first two years of primary work in Boston schools are those which are most widely influenced by local and racial conditions. As a rule the ungraded pupils have by the time they reach the third grade attained some uniformity in training, and are ready for the preparation for grammar grades. Third-grade work in certain sections of the city, however, must always possess more or less individuality, and in this special subject more or less of the "working up to grade." It may be assumed, however, that in the more favored parts of the city, where the instruction has not been so hampered by these "ungraded" conditions, clear concepts of form have been firmly fixed during two years. Therefore, from this point onwards the objects presented for study will be those of pleasing form based upon the type-solids already studied. The whole subject also divides itself at this point into its three phases: representation, decoration, and construction, which henceforth pursue varied, though related paths.

In order that the children may handle the pencils more freely, the teachers are asked to insist upon long pencil-holding and to avoid erasing. A vertical position for the brush, if used, will be found best.

Encourage drawing on the blackboard. It gives definiteness to a lesson, and is a help towards free drawing.

In the optional lessons, it is hoped that a portion of the time will be spent in drawing from simple objects, like the type-solids.

FIRST WEEK.

Lesson 1.

A review exercise with the larger type-models. Studying the sphere, cube, and cylinder for a comparison of characteristics.

Lesson 2.

Continuation of the preceding lesson. Studying the hemisphere and prisms for a comparison of characteristics.

Lesson 3.

Optional lesson.

Note. — The outline for this grade is planned to leave the lessons for Wednesdays at the option of the teacher, with the exception of the Picture Days, for which more definite programs are planned. This optional day allows for the *review* of any lesson which may not have been wholly satisfactory. It offers the opportunity for the introduction of special lessons planned by the teacher, or for exercises in which the drawing and color may be made an aid in the expression of observations in nature study, science work, or the general illustrative effort of the school-room.



Lesson 4.

Study of a pose. Plan a simple pose and let some boy or girl stand thus, with back to the class. Attention should be called to leading typical lines, proportion, masses, and resemblances to types, not to details. If the pose is chosen to illustrate some story, poem, or written exercise, much more interest will be developed.

Lesson 5.

Drawing of sedges or grasses in pleasing arrangement within rectangles. Simple as is this exercise, it may be made a most interesting study in composition. The proportion of the outlining rectangle, its fitness to the example selected to be drawn, the arrangement

OUTLINE OF LESSONS IN DRAWING.



and position of the drawing within the space, and its space-filling qualities are points to be considered. A brief study of proportion with illustrative examples in paper, book-covers, openings, tables, etc., may be necessary to aid in the development of the lesson. Lead the pupils to think of the best possible arrangement of their efforts.

SECOND WEEK.

Lesson 1.

Encourage the pupils to bring to the class-room objects like the sphere. Quick sketches of these objects should be made by the pupil. Shade side, if observed, may be expressed by a thickening or darkening of the outline. Table line may also be suggested.

Lesson 2.

An exercise in grouping the type-models. Good composition should be commended, poor arrangements improved. The point of view (groups not too far below the eye), relationship between the objects, leading member, variety in position, pleasing outline, and general unity as a whole are points which will serve to interest the pupils.

Lesson 3.

Optional lesson.

Lesson 4.

Drawing of objects like the sphere, gathered by the pupils.

Note. — These common objects should be retained, if possible, for later studies in grouping.

Lesson 5.

Drawing of sedges, grasses, etc., in rectangular or circular spaces as backgrounds.

THIRD WEEK.

Lesson 1.

Drawing of common objects like the cube, which have been gathered and brought to school by the pupils.

Lesson 2.

Drawing of a group of vegetables. Simple effects of light and dark, if observed by the children, may be indicated by a thickening or darkening of line on the shade side. Table lines may be suggested. Arrangements within an outline may be attempted if desired.



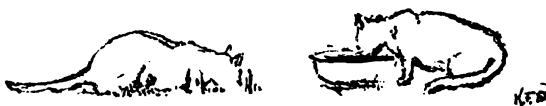
Lesson 3.

September Picture Day.

The program for picture days may be made exceedingly interesting and valuable. The children should be encouraged to collect and bring to the class-room those illustrations from magazines and current literature which picture in any way the work of the month. These illustrations should be gathered together, placed on exhibition in the class-room, and a conversational lesson conducted to bring out interesting or valuable points in the collection. The object is to awaken an interest in illustrations, and to prepare the way for a broader study of pictures.

Lesson 4.

Study and drawings of the cat.



OUTLINE OF LESSONS IN DRAWING.



Lesson 5.

Drawing of sprays, with fruit or flowers arranged with a view to good composition and space-filling in vertical or horizontal rectangles.

OCTOBER.

FIRST WEEK.

Lesson 1.

Drawings of leaves and flowers in circles, or horizontal or vertical rectangles. Pleasing effects may often be obtained by allowing the sprays drawn to break through or extend beyond the outlines.

Lesson 2.

Color study. Choice and recognition of color. Color relations.

Lesson 3.

Optional lesson.

Lesson 4.

Encourage the children to bring to the class-room familiar objects similar to the cube. These may be drawn in varying positions and some slight indication of detail attempted. It should be remembered, however, that this detail should be simply suggested.

Lesson 5.

Drawing of groups of vegetables, with simple indications of light and shade effects.

THIRD GRADE. — OCTOBER.

SECOND WEEK.

Lesson 1.

Drawing of leaves and flowers in circles, or with circular spaces as a background.

Lesson 2.

Color study. Choice and recognition of color. Color relations. Laying color units.

Lesson 3.

Optional lesson.

Lesson 4.

Study of a pose. A pupil should be posed, standing with back to the class, in some simple and familiar attitude as indicated under a previous lesson. If the pose illustrates some story or poem, it will add greatly to the interest of the exercise.

Lesson 5.

Drawing of objects cylindric in character. Possibly a tumbler with a spray of leaves or flowers will suggest itself to the teacher.

THIRD WEEK.

Lesson 1.

Drawing of groups of vegetables, with simple indications of light and shade effects.

Lesson 2.

Color study. Recognition of color. Color names of red and orange.

Lesson 3.

October Picture Day.

"September," by J. H. Zuber, is suggested as an example for study.



SEPTEMBER.

Zuber.

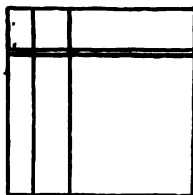
See the corresponding "Picture Days" of the various grades.

Lesson 4.

Drawing of leaves, flowers, or seed-pods as naturalistic decoration for initial letters.

Lesson 5.

Study of geometric outline. Horizontal or vertical rectangles in good proportion, and arrangements of horizontal and vertical lines within these spaces. It



THIRD GRADE. — OCTOBER.

may be noted by the teacher that this effort at simple composition or designing leads most naturally to the development of plaids.

FOURTH WEEK.

Lesson 1.



Drawing of cylindric objects. This lesson may be planned a day or two ahead and the children requested to bring cylindric objects to school, which can be used for this exercise. These objects may be drawn singly or in groups.

Lesson 2.

Color study. Recognition of color names of yellow and green.

Lesson 3.

Optional lesson.

Lesson 4.

The study and drawing of the dog.



Note. — It may be observed that while the subject of this lesson is the same as suggested for the first and second grades, yet the power of representation of the pupils should have so increased that much better results may be expected. If it is possible to do so, let the children work from a live dog brought into the class-room and placed where it can be seen by the pupils.

Lesson 5.

The drawing of objects like the hemisphere, which the children have brought to the class-room. Doubtless many different objects will appear in this collection, among them common yellow bowls, etc., which will serve as models of interest and valuable study.

Groups or fruit or vegetables, some of them halved, could be made of service in this lesson.

OUTLINE OF LESSONS IN DRAWING.

NOVEMBER.

FIRST WEEK.

Lesson 1.

Drawing of branches with seed-pods and nuts.

Lesson 2.

Color study. Recognition of color. Color names of blue and violet.

Lesson 3.

Optional lesson.

Lesson 4.

Request the children to bring to the class-room familiar objects similar to the hemisphere. These objects may be drawn in varying positions and some slight indication of detail attempted if observed. Simple effects of light and dark may be suggested if the children see them.

Note. — This drawing of appearances may be made a study in simple composition if an enclosing space or outline is first planned, suitable to the form of the object. The placing of the drawing in the most pleasing position within this outline will serve to strengthen an interest in arrangement.

Lesson 5.

Studies of simple composition and arrangement within geometric outlines. Horizontal or vertical rectangles in good proportion, and arrangements of horizontal and vertical lines within these spaces. The interest of the children may be increased if examples of plaids, toward which this designing naturally leads, are shown to the pupils. Proper pencil-holding and freedom of movement will do much to aid this effort.

THIRD GRADE. — NOVEMBER.

SECOND WEEK.

Lesson 1.

Drawing of branches with seed-pods or dried leaves, arranged with a view to good composition and space-filling, in horizontal or vertical rectangles or in circles.

Lesson 2.

Color study. Relationships. Laying and pasting the ideal unit upon a sheet of gray paper.

Lesson 3.

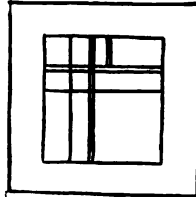
Optional lesson.

Lesson 4.

Study of a pose. Plan a simple pose and let some boy or girl stand thus, with back to the class. Call attention to principal lines, proportion, masses, and resemblances to types. Care should be taken not to point out too many details. If the pose is chosen to illustrate some story, poem, or written exercise, much more interest will be developed.

Lesson 5.

Studies of simple composition and arrangement within geometric outlines.



THIRD WEEK.

Lesson 1.

Drawing of objects like the square prism.

Lesson 2.

Color study. Recognition of color. Color name of red violet.

Lesson 3.

Optional lesson.

OUTLINE OF LESSONS IN DRAWING.

Lesson 4.

Drawing of objects like the square prism.

Lesson 5.

Studies of simple composition and arrangement within geometric outlines. The division of space for a window of uneven panes of glass. A veranda railing with simple horizontal and vertical bars. A set of pigeon-holes for a desk. Cultivate freedom of movement as well as freedom of thought.

FOURTH WEEK.

Lesson 1.

Drawing of objects like the right-angled triangular prism.

Lesson 2.

Color study. Recognition of color. Color name of red orange.

Lesson 3.

November Picture Day.

This day may be made exceedingly interesting and valuable. The children should be encouraged to collect and bring to the class-room illustrations from magazines, current literature, or indeed any source, which may illustrate some suggested phase of the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may interest their pupils in examples of animal sculpture.

"Molossian Dog" (Vatican Museum) is suggested as an example for study.

Lesson 4.

Study of birds and fowls. Geese, ducks, and turkeys.

THIRD GRADE. — DECEMBER.

Lesson 5.

Drawing of objects like the right-angled triangular prism.

DECEMBER.

FIRST WEEK.

Lesson 1.

An exercise, with drawings, in grouping and building with the type-models. Many combinations of the models will suggest themselves to the teacher, some of which if carefully studied and drawn will prove most valuable exercises.

Lesson 2.

Color study. Recognition of color. Color name of yellow orange.

Lesson 3.

Optional lesson.

Lesson 4.

Study of a pose.

Lesson 5.

Studies of simple composition and arrangement within geometric outlines. The division of space for lattice-work or panelling. Cultivate freedom of movement as well as freedom of thought.

SECOND WEEK.

Lesson 1.

Request the children to bring to the class-room objects similar to the equilateral triangular prism. If objects

OUTLINE OF LESSONS IN DRAWING.

are not easily obtained, use the type-models, drawing them in one or more positions as time will allow.

Lesson 2.

Drawing of objects like the equilateral triangular prism, or, if not obtainable, the type-model. Objects should be drawn in more than one position and simple effects of light and dark, if observed by the children, may be indicated by a thickening of line upon the shade side.



MADONNA UNDER THE ARBOR.
Dagnan-Bouveret.

Lesson 3.

Christmas Picture Day. See notes under the "Christmas Picture Day" of the First Grade, and also the corresponding "Picture Days" of the various grades.

"Madonna under the Arbor," by Dagnan-Bouveret, is suggested as an example for study.

Lesson 4.

An exercise in grouping and drawing the type-forms, or common objects similar to the types.

Lesson 5.

Study of geometric outline in good proportion. Arrangements of lines within spaces, as an exercise in simple composition or designing. Plaids, mosaics, weaving exercises.

THIRD GRADE. — JANUARY.

THIRD WEEK.

Lesson 1.

Drawing of a group of sphere and cylinder.

Lesson 2.

Color study. Relationships. Scales of tone. Red violet, red orange, and yellow orange.

Lesson 3.

Study of animals. Sheep.

Lesson 4.

Optional lesson.

This lesson may be omitted if it conflicts with any of the Christmas exercises.

JANUARY.

FIRST WEEK.

Lesson 1.

Study of simple elements of historic decoration, with drawings of trefoils, quatrefoils, etc.

Note.— This lesson should be completed during the period on Thursday of this week.

Lesson 2.

Color study. Cutting some simple historic unit, like the cross or foil, from the normal red violet, and pasting it upon squares or circles of the tint, one slightly larger than the other.

Lesson 3.

Optional lesson.

Lesson 4.

Completion of Lesson 1 of this week.

OUTLINE OF LESSONS IN DRAWING.

Lesson 5.

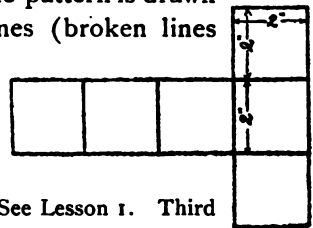
Studies of simple composition and arrangement within geometric outlines. Studies of line arrangement or space divisioning in tiles of similar units. Space arrangements as brought out by dark patterns on white grounds or white patterns on dark grounds.



SECOND WEEK.

Lesson 1.

Developing the pattern of the cube by folding with paper or drawing around the faces of the cube as developed upon the paper. Drawing of the pattern of the cube freehand. Estimating measurements of these patterns, and placing dimensions upon the drawing. Bring out the idea that the pattern is drawn in full line, that the dimension lines (broken lines with figures inserted) are not a part of the pattern, but serve to tell additional facts concerning the pattern or object.



Note. — Give two periods to this lesson. See Lesson 1. Third Week.

Lesson 2.

Color study. Cut some simple unit of normal red

THIRD GRADE. — JANUARY.

orange and mount it upon a background of lighter tone.

Lesson 3.

Optional lesson.

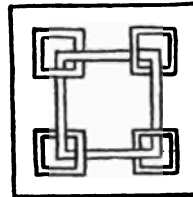
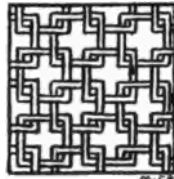
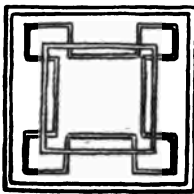
Completion of the preceding lesson.

Lesson 4.

Study of a pose.

Lesson 5.

Studies of simple composition and arrangements within geometric outlines. Repetition of tiles or mosaic units for floor, wall, or chimney decoration. Study the change effected in the composition by a dark pattern on white ground or a white pattern on dark ground.



THIRD WEEK.

Lesson 1.

Completion of Lesson 1. Second Week.

Lesson 2.

Color study. Cut some simple unit of normal yellow orange and mount it upon a background of lighter tone.

Lesson 3.

Optional lesson.

Completion of the preceding lesson.

OUTLINE OF LESSONS IN DRAWING.

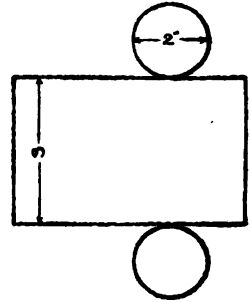
Lesson 4.

Study of simple elements of historic decoration, with drawings or paper cuttings of various crosses.

Note. — Give two periods to this lesson. See Lesson 1. First week, February.

Lesson 5.

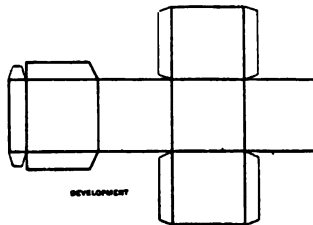
Developing the pattern of the cylinder with model and paper. Drawing the pattern of the cylinder freehand and dimensioning the pattern. See Lesson 1. Second Week.



FOURTH WEEK.

Lesson 1.

Completion of Lesson 5 of the preceding week.



Lesson 2.

Exercise in simple constructive design. Planning and drawing a pattern for a cubic box with cover. Free-hand drawing with paper-folding.

Note. — Give three periods to this lesson. See Lesson 5 of this week, and Lesson 2. First week, February.

Lesson 3.

January Picture Day.

The children should be encouraged to collect and bring to the class-room illustrations from magazines, current literature, or any source which may illustrate some phase of the month's work to which the teacher has been giving particular attention. See General Notes, page 8.

THIRD GRADE. — FEBRUARY.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may interest their pupils in a Florentine sculptor who made many studies of children.

"St. John," by Donatello, is suggested as an example for study.

Lesson 4.

Study of animals. Horses.

Lesson 5.

Continuation of Lesson 2 of this week. Folding and cutting the pattern, leaving laps for pasting.

FEBRUARY.

FIRST WEEK.

Lesson 1.

Completion of Lesson 4. Third Week, January.

Lesson 2.

Completion of Lessons 2 and 5. Fourth Week, January.

Pasting the box.

Lesson 3.

Optional lesson.

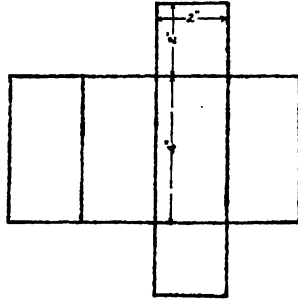
Lesson 4.

Study of simple elements of historic decoration, with drawings of zigzags. Translations of color in light and dark.

Lesson 5.

Studies of simple composition and arrangements within geometric outlines. Studies of space-divisioning in mosaics or tiles, utilizing certain forms of crosses studied in the exercise of January, Third Week, Lesson 4. Interesting effects may be obtained, if time permits, by darkening portions of the design to bring out various patterns.

OUTLINE OF LESSONS IN DRAWING.



SECOND WEEK.

Lesson 1.

Developing the pattern of a square prism with model and paper. Drawing the pattern of the square prism freehand and developing the pattern. See January, Second Week, Lesson 1.

Lesson 2.

Completion of the preceding lesson.

Lesson 3.

Optional lesson.

Lesson 4.

Study of a pose.

Lesson 5.

Study of simple elements of historic decoration with drawings of frets. Translation of color in light and dark.

Note.— Give two periods to this lesson. See Lesson 4 of the following week.

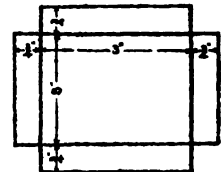
THIRD WEEK.

Lesson 1.

Drawing of a cube turned with one angle to the front.

Lesson 2.

Developing the pattern of a rectangular box cover, and dimensioning the pattern.



Lesson 3.

February Picture Day. See notes under the corresponding "Picture Days" of the various grades. "Portrait of an Old Woman," by Rembrandt (London), is suggested as an example for study.



PORTRAIT OF AN OLD WOMAN.

Rembrandt.

Note. — If this illustration is not available, it is suggested that the "Portrait of Elizabeth Bas" (Amsterdam), the artist's "Mother," by the same painter, or some other kindly face, will lead the children to a conversational exercise concerning "Grand-mother" and her relation in the household.

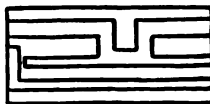
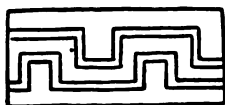
Lesson 4.

Completion of Lesson 5. Second Week.

Lesson 5.

Studies of simple composition and arrangements.

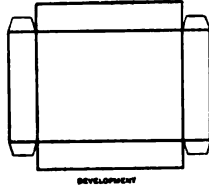
Designing of frets with effects of dark patterns on light or light patterns on dark grounds.



OUTLINE OF LESSONS IN DRAWING.

FOURTH WEEK.

Lesson 1.



Exercise in simple constructive design. Planning and drawing a pattern for a rectangular pencil or seed tray of good proportion.

Lesson 2.

Continuation of the preceding lesson.

Lesson 3.

Optional lesson.

Lesson 4.

Study of birds. The birds of the mid-winter season: crows, blue-jays, pigeons, sparrows, sea-gulls.

Lesson 5.

Completion of Lessons 1 and 2. Pasting the tray.

MARCH.

FIRST WEEK.

Lesson 1.

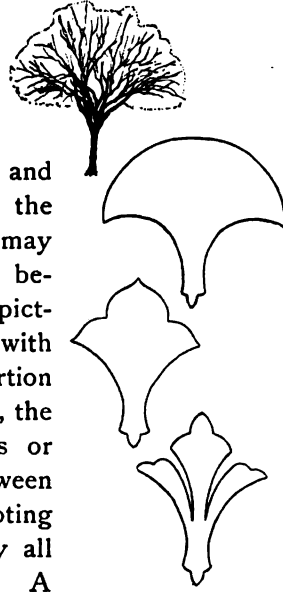
Drawing of a group of cylinder and cube.

Lesson 2.

Conversational lesson with drawings of branches, small plants, or leafless trees which may be seen from the school windows. Lead the children to recognize some of the important characteristics of growth. Develop the idea that the twig, plant, or tree has a strong stem, spreading branches, and a thickening of

THIRD GRADE. — MARCH.

stem or trunk near the root. Illustrate these points by simple drawings on black-board or paper. Develop, in this study, ideas of *stability*, the power to stand well, as shown by spreading roots, strong stem, and branching crown. Ideas of *strength* in the general character of sturdy plant growth may be easily illustrated, and contrasts drawn between the too slender growth sometimes pictured and nature's care to provide plants with proper support. A study of proportion between the trunk and spreading branches, the varying distances between the branches or twigs, and the changes in direction between the lower limbs and the upward shooting branches of the heart of the tree may all give ideas of what is meant by *variety*. A proper appreciation of these characteristics will greatly aid the general work of the remainder of the year.



Lesson 3.

Optional lesson.

Lesson 4.

Drawing of twigs or branches in pleasing arrangement within rectangles. Simple as is this exercise, it may be made a most interesting study in composition, and lead to an appreciation of some of the principles which govern the subject of design. The proportion of the outlining figure, its fitness to the example selected to be drawn, the arrangement and position of the drawing within the space, and its space-filling qualities are points to be considered. A brief study of proportion, with illustrative examples in paper, book-

OUTLINE OF LESSONS IN DRAWING.

covers, openings, tables, etc., may be necessary to aid in the development of the lesson. Lead the pupils to think of the best possible arrangement of their efforts.

Lesson 5.

Drawing of branches or leafless trees to fix the principles of stability, strength, and variety studied in Lesson 2 of this week.

SECOND WEEK.

Lesson 1.

Drawing of twigs, branches, small plants, etc., within freehand outlines suitable to their characteristics.

Lesson 2.

Study of simple geometric units and their modifications, making drawings to illustrate and fix the principles of stability, strength, and variety as applied to the designing and criticising of units.

Lesson 3.

Optional lesson.

Lesson 4.

Study of a pose.

Lesson 5.

Drawing of a group of cylinder and hemisphere.

THIRD WEEK.

Lesson 1.

Repetition, if desired, of Lesson 5 of the previous week.

Lesson 2.

Conversational lesson with twigs, small plants, or leafless trees which may be seen from the school windows.

THIRD GRADE. — MARCH.

Review some of the important characteristics of plants and trees already developed in previous lessons. Lead the pupils to recognize especially the union of branches and main stem, bringing out the law of *touching* or *tangential union*. Emphasize the suggestion of *balance* in the growth on either side of the main stem. This should suggest an idea of *symmetry*.

Lesson 3.

March Picture Day.

The children should be encouraged to collect and bring to the class-room illustrations from magazines, current literature, or, indeed, any source which may illustrate some phase of the month's work to which the teacher has been giving particular attention.

See General Notes, page 8.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may interest their pupils in stories of Luca della Robbia, the sculptor, who left so many studies of happy children in his Florentine home.

"Singing Boys with Book," by Luca della Robbia, in the Cathedral Museum, Florence, is suggested as an example for study.

Lesson 4.

Drawing of a group of a square prism and a hemisphere.

Lesson 5.

Drawing of branches, small plants, or leafless trees, to fix the principles of tangential union, balance, and symmetry studied in Lesson 2 of this week.

FOURTH WEEK.

Lesson 1.

Drawing of twigs, branches, small plants, etc., in circles or with circular spaces as backgrounds.

OUTLINE OF LESSONS IN DRAWING.

Lesson 2.

Color study. Recognition of color. Color name of yellow green.

Lesson 3.

Optional lesson.

Lesson 4.

Conversational lesson leading to drawing on blackboard or paper as expression of observations in nature study. Rabbits or squirrels.

Lesson 5.

Study of simple geometric units and their modifications. Making drawings to illustrate and fix the principles of balance, symmetry, tangential union, etc.

APRIL.

FIRST WEEK.

Lesson 1.

Drawing of twigs, potted plants, or leafless trees in freehand outlines suitable to the characteristics of the subject studied.

Lesson 2.

Color study. Recognition of color. Color name of blue green.

Lesson 3.

Optional lesson.

Lesson 4.

Study of a pose.

Lesson 5.

Conversational lesson with branching twigs, potted plants, or very small trees. Review briefly the characteristics of plant life studied thus far, emphasizing the principles of stability, strength, variety, tangential union, balance, and symmetry. Develop the idea of the *point of view* from which these characteristics and principles should be observed. For the purposes of design, plants may be studied from the front (front views), or may be looked down upon from above (top views). Seen from the front, the plant illustrates by *vertical growth* the principles noted. Seen from above the same growth is displayed, although under different conditions, in a *growth around the central stem*. Lead the children to understand that the characteristics of a particular plant may be demonstrated by its details, whatever may be the point of view chosen.



SECOND WEEK.

Lesson 1.

Drawing of budding twigs, branches, or leafless trees within freehand outlines suitable to their characteristics.

Lesson 2.

Color study. Recognition of color. Color name of blue violet.

Lesson 3.

Optional lesson.

OUTLINE OF LESSONS IN DRAWING.

Lesson 4.

Conversational lesson with branching twigs, potted plants, or very small trees. Review the various characteristics of plant life developed thus far, before fixing the attention of the class upon the principles to be observed from a top view of the object studied. Lead the children to observe the *radiation* of branches around the central stem, and bring out the idea of *repetition* as thus illustrated in nature. Perhaps the example chosen, when looked down upon (top view), will show large prominent branches *alternating* in this repetition around the stem with minor branches. If this is so, endeavor to fix ideas of *repetition* and *alternation* as well as *radiation around a centre*.

Lesson 5.

Drawing of branches or plants to fix the principles of radiation, repetition, alternation, and radiation around a centre, studied in previous lessons.

THIRD WEEK.

Lesson 1.

Drawing of simple units arranged to illustrate radiation around a centre.

Lesson 2.

Color study. Relationships. Scales of tone with yellow green, blue green, and blue violet.

Lesson 3.

Color study. Completion of the preceding lesson.

Lesson 4.

Conversational lesson with drawings on blackboard or paper as expression of observations in nature study. Flight of birds. The birds of the early springtime.

Lesson 5.

April Picture Day.

See notes under the corresponding "Picture Days" of the various grades.

"Mother and Daughter," by Madame Lebrun (Louvre), is suggested as an example for study.

MAY.

FIRST WEEK.

Lesson 1.

Drawing of budding twigs, branches with blossoms or bunches of leaves, or flowers and leaves in pleasing arrangement within rectangles.

Lesson 2.

Color study. Relationships. Scales of hues by tints.
Scales pasted upon sheets of gray paper.

Lesson 3.

Completion of the previous lesson.

Lesson 4.

Optional lesson.



MOTHER AND DAUGHTER.

Lebrun.

OUTLINE OF LESSONS IN DRAWING.

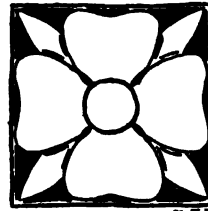
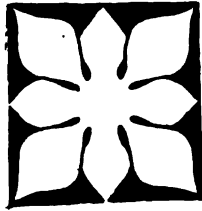
Lesson 5.

Conversational lesson with branches, small plants, or trees which may be seen from the school windows. Review the characteristics of plants and trees, leading the children to point out the important points developed during the last two months. Have these points illustrated by simple drawings on blackboard or paper in order that teachers may be sure the pupils possess clear ideas.

Lesson 6.

Conversational lesson with drawings on blackboard and paper to develop a recognition of the methods of arrangement in design. The *single arrangement complete in itself* is the method first chosen for illustration. This will utilize the knowledge gained during the study of modifications of units during the last two months.

Note.—A fleur-de-lis or a rosette would be an example of a single arrangement complete in itself.



SECOND WEEK.

Lesson 1.

Drawing of budding twigs, branches with blossoms or leaves, flowers and leaves, etc., in circles or with circular spaces as backgrounds.

THIRD GRADE. — MAY.

Lesson 2.

Color study. Cutting some simple historic unit illustrating radiation around a centre from normal yellow green.

Lesson 3.

Color study. Completion of the preceding lesson. Paste the unit upon a circle or square cut from a tint. Mount on gray paper.

Lesson 4.

Study of a pose.

Lesson 5.

Conversational lesson with twigs, small plants, or trees which may be seen from the school windows. Review and illustration of the characteristics of plant growth.

THIRD WEEK.

Lesson 1.

Drawing of branches with blossoms or bunches of leaves, flowers and leaves, etc., in freehand outlines suitable to the characteristics of the subject studied.

Lesson 2.

Color study. Cutting some simple historic unit illustrating repetition and alternation around a centre from normal blue green.

Lesson 3.

Color study. Completion of the preceding lesson. Paste the unit or units upon squares or circles cut from a tint. Mount on gray paper.

Lesson 4.

Conversational lesson with branching twigs, potted plants, or very small trees. Review briefly the char-

OUTLINE OF LESSONS IN DRAWING.

acteristics of plant life studied thus far, emphasizing the principles of stability, strength, variety, tangential union, balance, and symmetry. Emphasize the point of view, vertical growth, and growth around a central stem.

Lesson 5.

May Picture Day.

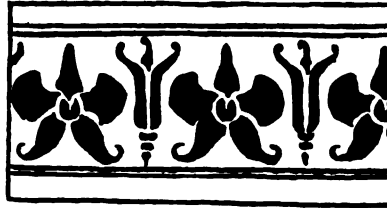
The children should be encouraged to collect and bring to the class-room illustrations from magazines, current literature, or, indeed, any source which may illustrate some phase of the month's work to which the teacher has been giving particular attention.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may interest their pupils in a companion example to the della Robbia panel of the March lesson. "Singing Boys with a Scroll," by Luca della Robbia, in the Cathedral Museum, Florence, is suggested as an example for study.

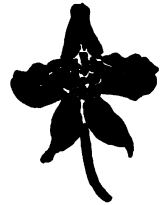
FOURTH WEEK.

Lesson 1.

Conversational lesson with drawings on blackboard and paper to develop a recognition of the methods of arrangement in design. The *limited surface arrangement* or border is the second method chosen for illustration. This will utilize the knowledge gained during



Adapted from
Grisson



THIRD GRADE. — JUNE.

the study of the principles of repetition and alternation, as well as radiation around a centre.

Lesson 2.

Color study. Cutting some simple units, suitable for borders, from normal blue violet.

Note. — Give two periods to this lesson. See Lesson 2. First Week, June.

Lesson 3.

Optional lesson.

Lesson 4.

Conversational lesson with drawings on blackboard or paper as expression of observations in nature study. Birds and nests.

Lesson 5.

Conversational lesson with branching twigs, potted plants, or very small trees. Review the various characteristics of plant life developed thus far. Emphasize repetition and alternation, and radiation around a centre.

JUNE.

FIRST WEEK.

Lesson 1.

Drawing of branches with blossoms or bunches of leaves, flowers and leaves, etc., within freehand outlines, to develop an interest in proportion, simple composition, and a knowledge of the principles of space-filling which influence so largely the subject of design.

OUTLINE OF LESSONS IN DRAWING.

Lesson 2.

Color study. Completion of Lesson 3, Fourth Week, May. Pasting the units in the form of borders, utilizing the normal and two tints.

Lesson 3.

Optional lesson.

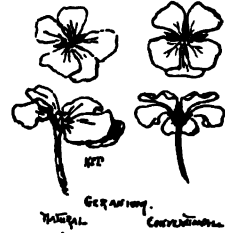
Lesson 4.

Study of a pose.

Lesson 5.

Conversational lesson with plant forms, blossoms, and leaves to develop an idea of *idealization* or *conventionalization* as applied to units and material for design. Patient effort should be put forward to make this lesson of value. The subject of conventionalization is often misunderstood, and to that lack of understanding is due much of the hard, rigid, geometric character of conventional units sometimes observed in designs. A proper appreciation of this subject, first won in this grade and strengthened during the succeeding years, will do much to aid all future effort.

Conventionalization is not a process of crowding beauty out of a unit and making it rigidly symmetrical: it is rather the seeking of the true beauty of the form and the development of a *type* by idealizing its details. Thus, for instance, the children should be led to seek in many leaves of the same plant or tree the one most beautiful and best in proportion, symmetry, variety, radiation, and general form. The development of a *leaf-type* or a *unit-type*, that which shall combine the good points of many, is true *conventionalization* as it is true *idealization*. This study of idealization will



THIRD GRADE. — JUNE.

lead the pupils to appreciate the *spirit of the plant* with which they are working. Without this appreciation the best results are hardly possible.

SECOND WEEK.

Lesson 1.

Drawing of branches with blossoms or bunches of leaves, flowers and leaves, etc., within freehand outlines suitable to their characteristics.

Lesson 2.

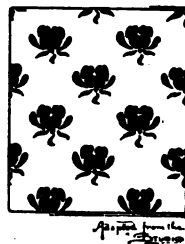
Drawing of a group of a square prism resting upon its long side, with an equilateral triangular prism resting upon it. Let the pupils imagine it is a simple house, instead of the type-forms, that they are drawing.

Lesson 3.

Optional lesson.

Lesson 4.

Conversational lesson with drawings on black-board and paper to develop a recognition of the methods of arrangement in design. The *surface arrangement*, or surface design covering greater area than a border and not thus restricted, is the third method chosen for illustration. This should utilize the knowledge of principles already studied and more or less clearly fixed.



Lesson 5.

Drawing an original design illustrating the special principles of the grade, *repetition and alternation*, *radiation around a centre*, and any one of the *methods of arrangement* already studied.

Note. — Give three periods to this lesson. See Lessons 2 and 4. Third Week.



THE BUTTER MAKER.

Millet.

"The Butter Maker," by Jean François Millet, is suggested as an example for study.

Lesson 4.

Completion of Lesson 5. Second Week.

THIRD WEEK.

Lesson 1.

Drawing of blossoming branches, or branches with prominent bunches of leaves, flowers and leaves, etc., within freehand outlines suitable to their characteristics.

Lesson 2.

Continuation of Lesson 5. Second Week.

Lesson 3.

June Picture Day.

See notes under the corresponding "Picture Days" of the various grades.

OUTLINE OF LESSONS IN DRAWING.

GRAMMAR GRADES.



COURSE OF STUDY.

FOURTH GRADE — GRAMMAR.

REPRESENTATION.

Nature Study.

Fruit, branches, and budding twigs.

Familiar and Beautiful Objects.

Objects like the ellipsoid, ovoid, cylinder, and prisms.

Type-Forms.

Ellipsoid, ovoid, cylinder, and prisms in groups.

Studies of Life.

Pose-drawing. Studies of birds.

Composition.

Selection, arrangement. Space-filling.

Expression.

Outline. Light and dark. Color.

DECORATION.

Historic Study.

Foils, shields, early borders, and beautiful units.

Nature Study.

Leaves and flowers. Arrangements and idealizations.

Principles of Composition.

Space variation. Opposition of line. Symmetry.

Creative Effort.

Geometric outlines. Space-filling. Book-covers, textiles, etc.

FOURTH GRADE. — GRAMMAR.

Color.

Six leading colors, two tints and two shades of each.
Scaling of hues.

Expression.

Outline. Light and dark. Color.

CONSTRUCTION.

Models and Objects.

Sphere, cylinder, ellipsoid, ovoid, and prisms.

Patterns and Developments.

Patterns from working drawings of rectangular, cylindric, and prismatic models and objects.

Working Drawings.

Reading working drawings. Study of facts and dimensions. Two views.

Expression.

Full, light, and dimension lines. Drawing, freehand.

Constructive Design.

Cylindric objects. Pleasing proportion.

Manual Training.

Making exercises in "Oak Tag" or light cardboard.

CORRELATION EXERCISES.

STUDY OF PICTURES.



FOURTH GRADE.—GRAMMAR.

Time Allowance, Two 45-minute periods a week.

SEPTEMBER.

FIRST WEEK.



Lesson 1.

Drawing of branches and fruit, in outline or mass. Suggestions of light and shade by accent (darker touches), and strengthening of outline may be attempted if the study is in pencil, while the brush will be of great service if the drawing be made in mass.

Lesson 2.

Review of the ellipsoid, using the larger type-models and calling attention to its varying characteristics. Close the lesson by drawing the model.

SECOND WEEK.

Lesson 1.

Groups of vegetables like the ellipsoid. Effects of light and shade to be indicated by strengthening of line on the dark side.

Lesson 2.

The study of opposition of line or space divisions in geometric outline. Let the pupils feel that the object of the exercise is the designing of a book-cover with simple lined border, varying space divisions of

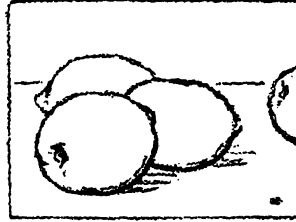
FOURTH GRADE. — SEPTEMBER.

back and side cover, and position and massing of the titles.

THIRD WEEK.

Lesson 1.

Encourage the children to bring to the class-room common objects like the ellipsoid and draw these in varying positions.



Lesson 2.

Optional lesson.

The outline is planned to leave one lesson for Grammar Grades in every alternate month at the option of the teacher. This optional day allows for the review of any lesson which may not have been wholly satisfactory. It offers the opportunity for the introduction of special lessons planned by the teacher, or for exercises in which the form-study, drawing, or color-work may be made an aid in the expression of observations in the general effort of the school-room. This optional lesson may also be used as an extra "Picture Day."

September Picture Day.

The collection, exhibition, and discussion of pictures or illustrations typical of the season or the work of the month. The full period need not be taken for this work, and time will perhaps be found for a translation into outline, for the study of composition, of certain pictures brought to the class-room.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Walking Lion," by Barye, is suggested as an example for study.

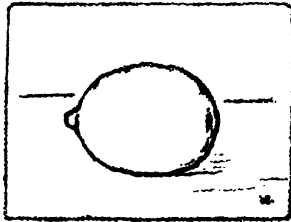
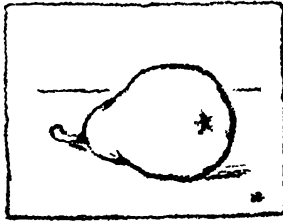
OUTLINE OF LESSONS IN DRAWING.

OCTOBER.

FIRST WEEK.

Lesson 1.

Review of the ovoid, using the larger type-models. Bring out the comparison of the ovoid with the ellipsoid and a general review of the characteristics of the solid as developed in the Second Grade. Close the lesson by drawing the model.



Lesson 2.

Color study. Choice and recognition of color. Color relations. Color names of red and orange. Study of tints and shades. Scales.

SECOND WEEK.

Lesson 1.

Drawing of branches with leaves, fruit, or seed pods in outline or mass. Special attention should be given in this exercise to directions of growth, leading lines, etc.

Lesson 2.

Color study. Choice and recognition of color. Color relations. Color names of yellow and green. Study of tints and shades. Scales.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil standing, side to the class.

Lesson 2.

October Picture Day.

Encourage the pupils to bring to the class-room any pictures which from their point of view best illustrate the work of the past two months, or the harvest season of the year. These pictures should be placed on exhibition where all the pupils may readily see them, and a conversational lesson conducted to bring out the story or the composition of the picture. It is suggested that the teacher show upon these occasions some reproduction of a noted picture and give some facts concerning the life and work of the artist.

"The Balloon," by Julien Dupré (Metropolitan Museum of Art, New York), is suggested as an example for study.



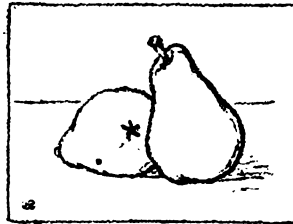
THE BALLOON.

Dupré.

FOURTH WEEK.

Lesson 1.

Have the children bring to the class-room whatever objects they can find resembling the ovoid, and draw these objects either singly, in varying positions, or in groups.

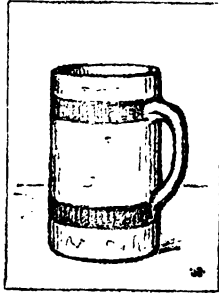


Lesson 2.

Color study. Choice and recognition of color. Color relations. Color names of blue and violet. Study of tints and shades. Scales.

OUTLINE OF LESSONS IN DRAWING.

NOVEMBER.



FIRST WEEK.

Lesson 1.

Review of the cylinder, using common objects and the larger type-models to fix a recognition of the various characteristics of the type. Close the lesson by drawing the model.

Lesson 2.

Color study. Cut a four-leaved rosette, cross, star, or any simple ornament from dark red paper and mount on a sheet of gray paper.

SECOND WEEK.

Lesson 1.

Study of opposition of line or space divisions in geometric outline. Lead the children to design book or program covers with lined borders, space-divisioning of back and side cover, and position and massing of title.



Lesson 2.

Color study. Cut a simple border or rosette from the normal and two tints of orange. Study the best effects in choice of paper for background, edges, and units. Mount upon a larger sheet of gray paper.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil standing, side to the class.

FOURTH GRADE. — DECEMBER.

Lesson 2.

Optional lesson.

November Picture Day.

The collection, exhibition, and discussion of pictures or illustrations typical of the season or the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Lion of Lucerne," by Thorwaldsen, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Review the drawing of the cylinder, both above and below the eye.

Lesson 2.

Color study. Cut a simple border, or rosette, from the shades of yellow paper. Study the best effects in choice of paper for the parts of the design. Mount the whole on a larger piece of gray paper.

DECEMBER.

FIRST WEEK.

Lesson 1.

Encourage the children to bring to the class-room common but beautiful objects like the cylinder, and draw these objects in varying positions, either singly or in groups.

Lesson 2.

Study of opposition of line or space divisions in geo-

OUTLINE OF LESSONS IN DRAWING.

metic outline. Lead the children to make designs for borders of towels, tray-cloths, napkins, etc., in opposition of line.

SECOND WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil standing, side to the class.

Lesson 2.

Christmas Picture Day.

Encourage the pupils to bring to the class-room any



REST IN FLIGHT INTO EGYPT.

Knaus.

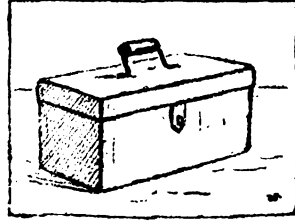
pictures which from their point of view illustrate the Christmas season. These pictures should be placed on exhibition where all the pupils may readily see them, and a conversational lesson conducted to bring out the story or the composition of the picture. It is suggested that the teacher show upon these occasions a reproduction of a noted picture, and give some facts concerning the life and work of the artist.

"Rest in the Flight into Egypt," by Ludwig Knaus (Metropolitan Museum of Art, New York), is suggested as an example for study.

THIRD WEEK.

Lesson 1.

Review of the square prism, using common objects and the larger type-models to fix a recognition of the various characteristics of the type. Close this lesson by drawing one of the models,



Lesson 2.

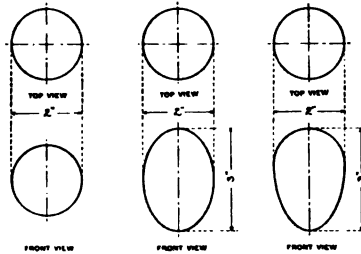
Encourage the children to bring to the class-room common but beautiful objects like the square prism, and draw these objects in varying positions, either singly or in groups.

JANUARY.

FIRST WEEK.

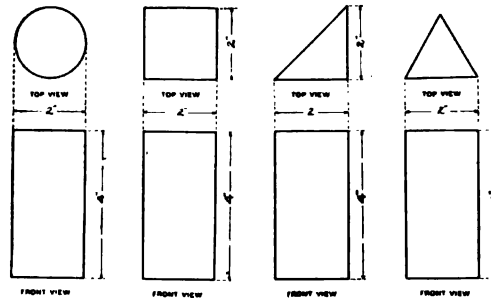
Lesson 1.

Conversational and drawing lesson with spheres, ellipsoids, ovoids, and prisms, also working drawings in two views of these types on the blackboard. Encourage the pupils to review or rediscover the facts and characteristics of form, and make an estimate of the dimensions of these types. Develop the fact that three of these types all show circles as the shapes of faces when looked at in certain directions, and their distinctive shape—circle, ellipse, or ovoid—when viewed in another direction. Discuss dimensions of the shapes observed. Encourage the pupils



OUTLINE OF LESSONS IN DRAWING.

to discover a parallel between their observations and the representation of these facts upon the black-board, which should have been hidden until this period of the lesson. Give terms: working drawing, front and top view, two views, dimension lines, figures, arrow-heads, light connecting lines, and full lines, — in connection with these blackboard illustrations. Lead the pupils to appreciate the use and value of a working drawing. If there is time, let the pupils make two views of one of their models.



Lesson 2.

Conversational and drawing lesson with cylinders and square, right-angled triangular, and equilateral triangular prisms; also working drawings in two views of these types on the blackboard. Encourage the pupils to review or rediscover the facts of these forms, and make an estimate of the dimensions of the types. Develop the fact that these four types all show rectangles as the shapes of faces when looked at in certain directions, and their distinctive shape — circle, square, right-angled triangle, or equilateral triangle — when viewed from another standpoint. Continue this lesson in the spirit of Lesson 1 of this week.

SECOND WEEK.

Lesson 1.

Study of simple elements of historic decoration, with drawings of tre-foils, quatrefoils, etc.

Lesson 2.

Study of simple elements of historic decoration, with drawings of crosses, shields, etc.



THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil standing, side to the class.

Lesson 2.

Optional lesson.

January Picture Day.

The collection, exhibition, and discussion of pictures or illustrations typical of the season or the work of the month.

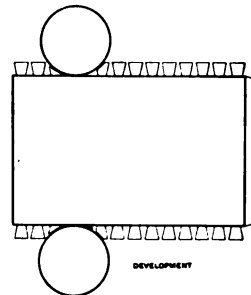
Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Madonna and Child," by Donatello, is suggested as an example for study.

FOURTH WEEK.

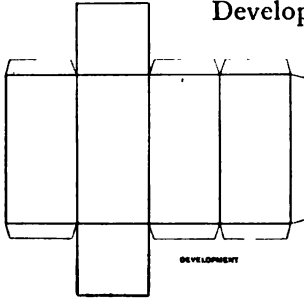
Lesson 1.

Develop the pattern of a cylinder by creasing the paper around the model as it is rolled over the surface. Crease around base and top for patterns of the ends. This pattern may be cut out as a home exercise, leaving laps for pasting.



OUTLINE OF LESSONS IN DRAWING.

Lesson 2.



Develop the pattern of a square prism by creasing the paper around the model as it is turned over the surface. Crease around base and top for patterns of the ends. Test the accuracy of the work by paper-folding to emphasize the creases. This pattern may be cut out as a home exercise, leaving laps for pasting.

FEBRUARY.

FIRST WEEK.

Lesson 1.

Study of simple elements of historic decoration, with drawings to develop an appreciation of the growth and use of beautiful units.

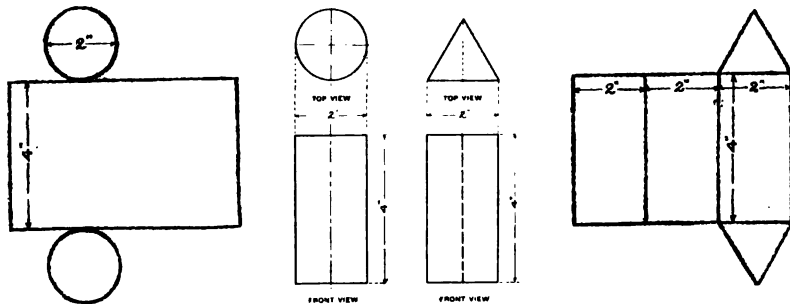
Lesson 2.

Study of simple elements of historic decoration, with drawings to develop an appreciation of the growth and use of beautiful units in the making of borders.

SECOND WEEK.

Lesson 1.

Study of working drawings which show two views and dimensions of a cylinder and equilateral triangular





MADONNA OF THE CHAIR.

Raphael.

prism. Freehand drawings of patterns of these models with dimensions.

Lesson 2.

Completion of the preceding lesson.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil standing, side to the class.

Lesson 2.

February Picture Day.

Encourage the pupils to bring to the class-room any pictures which from their point of view best illustrate

OUTLINE OF LESSONS IN DRAWING.

home life and the mother with the children. These pictures should be placed on exhibition where all the pupils may readily see them, and a conversational lesson conducted to bring out the story of the picture. It is suggested that the teacher show upon this day some reproductions of noted pictures of this subject. Lead the children to recognize the stories which the pictures may tell, and add to their observations such facts concerning the life and work of the artist as shall be within the comprehension of the pupils.

"Madonna of the Chair," by Raphael (Florence), is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Conversational lesson with twigs, potted plants, or leafless trees which may be seen from the school windows. Review of the important characteristics of plants and trees. Illustrate these points with drawings on blackboard and paper to fix ideas of stability, strength, variety, tangential union, balance, and symmetry studied in the previous grade.

Develop as the new points of the lesson the principles of *repetition* and *alternation* as illustrated by natural growth. Develop also the *point of view* from which the growth may be studied. See notes under Third Grade.

Lesson 2.

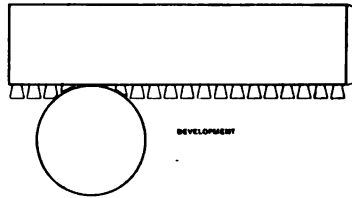
Review of the right-angled triangular prism, using common objects and the larger type-models to fix a recognition of the various characteristics of the type. Close this lesson by drawing one of the models.

MARCH.

FIRST WEEK.

Lesson 1.

Request the pupils to find and bring to the class-room cylindric boxes of good proportion in pasteboard or tin. Some of greater diameter than height might be classed as button-boxes, while others perhaps smaller, of greater height than diameter, might be grouped as match-boxes, etc. Have the pupils study their boxes carefully and plan patterns, upon manila paper, rolling the boxes to obtain the length of the pattern and drawing around the circular base to give the shape of the bottom of the box. Add the necessary laps to complete the pattern.



Note.— In case the proportion of the boxes presented is not pleasing, vary the height as the pattern is planned.

Lesson 2.

Completion of the last lesson, cutting the pattern with laps, and pasting the same.

SECOND WEEK.

Lesson 1.

Study of simple geometric units and their modifications. Making drawings to illustrate and fix the principles of stability, strength, variety, balance, symmetry, tangential union, etc., as applied to the designing and criticising of units.

Lesson 2.

Encourage the pupils to bring to the class-room any

OUTLINE OF LESSONS IN DRAWING.



objects they may find like the prisms, and draw these objects in varying positions, either singly or in groups.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil standing, side to the class.

Lesson 2.

Optional lesson.

March Picture Day.

The collection, exhibition, and discussion of pictures or illustrations typical of the season or the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"Horse, from Parthenon Frieze," is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Designing of a vertical or horizontal border, or a rosette with modified geometric units, to illustrate the principles studied thus far, paying particular attention to good examples of repetition and alternation, either in line as a border, or around a centre as in a rosette.

Lesson 2.

Review of the equilateral triangular prism, using objects, if obtainable, and the type-models to fix a recognition of the various characteristics of the type. Close this lesson by drawing one of the models.

FOURTH GRADE. — APRIL.

APRIL.

FIRST WEEK.

Lesson 1.

Color study. Review of color names. Color names of red, orange, and yellow. Scaling to hue and tone with these three colors.

Lesson 2.

Color study. Review of color names. Color names of green, blue, and violet. Scaling to hue and tone with these three colors.

SECOND WEEK.

Lesson 1.

Review briefly in a conversational lesson the characteristics of plant growth studied during the past two months. Make sure that the pupils understand these principles by having drawings made upon blackboard or paper which shall illustrate the points reviewed.

Lesson 2.

Drawing of the equilateral triangular prism in varying positions, either singly or in groups.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil standing, side to the class.

Lesson 2.

April Picture Day.

Encourage the pupils to bring to the class-room any



PILGRIM EXILES.

Boughton.

pictures which from their point of view best illustrate the stories of patriots, or the life in the early colonies. These pictures should be placed on exhibition where all the pupils may readily see them, and a conversational lesson conducted to bring out the stories of the pictures. It is suggested that the teacher show upon this day some reproductions of noted pictures of this subject. Lead the children to tell as much of the story of the picture, and add to their observations such facts concerning the life and work of the artist, as shall be within the comprehension of the pupils.

“Pilgrim Exiles,” by George H. Boughton, is suggested as an example for study.

MAY.

FIRST WEEK.

Lesson 1.

Color study. Color names of red, orange, yellow, green,

FOURTH GRADE. — MAY.

blue, and violet. Scaling to hue and tone. Recognition of closer relation in scales of tones than in scales of hues.

Lesson 2.

Color study. Cut a simple border, rosette, or ornament from the normal, light tint, and dark shade of green. Study the best effects in choice of paper. Mount upon a sheet of gray paper.

SECOND WEEK.

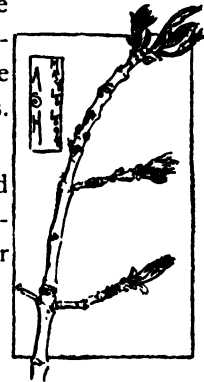
Lesson 1.

Drawings in outline or mass of twigs, branches, potted plants, or trees which may be seen from the school windows. Make these studies within freehand outlines suitable to the characteristics of the growth selected. Suggestions of light and shade by accent (darker touches), and by a strengthening of the outline on the shade sides, may be introduced if desired. In brush drawing in mass, lead the pupils to appreciate the value and use of the "white line" separating the masses.



Lesson 2.

Conversational lesson with plant forms, blossoms, and leaves to review the idea of *idealization* or *conventionalization* as applied to units and material for design.



THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil standing, side or three-quarter front to the class.

OUTLINE OF LESSONS IN DRAWING.

Lesson 2.

Optional lesson.

May Picture Day.

The collection, exhibition, and discussion of pictures or illustrations typical of the season or the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Bronze Horse's Head," from the Museum of Naples, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Color study. Cut a simple rosette or ornament from dark blue paper. Mount upon a sheet of gray paper.

Lesson 2.

Color study. Cut a simple rosette, border, or ornament from the normal, light tint, and dark shade of violet. Study the best effects in choice of paper. Mount upon a sheet of gray paper.

JUNE.

FIRST WEEK.

Lesson 1.

Drawing of budding twigs, branches with blossoms or leaves, flowers, or simple bunches of leaves in pleasing arrangement within freehand outlines suitable to

FOURTH GRADE. — JUNE.

the characteristics of the growth selected. Special attention should be given to the leading lines of growth, grouping, etc.; and much interest will be developed if the examples selected are studied with a view to their utilization as vertical or horizontal borders, head or tail pieces, initial letters, etc.

Lesson 2.

Study of floral design in horizontal or vertical borders to illustrate the principles already studied, and particularly the principle of the grade, *repetition*, and *alternation*. Care should be exercised to secure proper *idealization* of units.

SECOND WEEK.

Lesson 1.

Study of design. Continuation of Lesson 2 of the preceding week.

Lesson 2.

Study of design. Completion of the last lesson.

THIRD WEEK.

Lesson 1.

The drawing of twigs, branches of leaves, or flowers.

- a. Arrangement of these examples in vertical and horizontal rectangles.
- b. The idealization and conventionalization of the leaves and flowers, and the study of arrangements for either vertical or horizontal borders. Head or tail pieces. Initial letters.

Lesson 2.

June Picture Day.

Encourage the pupils to bring to the class-room any

OUTLINE OF LESSONS IN DRAWING.

pictures which from their point of view best illustrate the spirit of the spring-time. These pictures should be placed on exhibition where all the pupils may readily see them, and a conversational lesson conducted to bring out the stories of the pictures. It is suggested that the teacher show upon this day some reproductions of noted pictures of this subject. Lead the children to tell as much of the story of the picture as possible, and add to their observations such facts concerning the life and work of the artist as shall be within the comprehension of the pupils.

"The Shepherdess," by Henry Lerolle, is suggested as an example for study.



THE SHEPHERDESS.

Lerolle.

COURSE OF STUDY.

FIFTH GRADE.—GRAMMAR.

REPRESENTATION.

Nature Study.

Sprays of flowers and leaves.

Familiar and Beautiful Objects.

Objects like the cone, pyramid, and vase-forms.

Type-Forms.

Cone, pyramid, and vase-forms in groups.

Composition.

Selection, arrangements. Space relation.

Expression.

Outline. Light and dark. Color.

Studies of Life.

Pose-drawing. Studies of insects.

DECORATION.

Historic Study.

Units and borders. Early and mediæval.

Nature Study.

Leaves and flowers. Arrangement. Idealization.

Principles of Composition.

Space arrangement. Transition. Contrast.

Creative Effort.

Geometric outlines. Space-filling. Windows, mosaics, units, and borders.

OUTLINE OF LESSONS IN DRAWING.

Color.

Six intermediate colors, two tints and two shades of each.
Scaling of tones.

Expression.

Outline. Light and dark. Color.

CONSTRUCTION.

Models and Objects.

Ellipsoid, ovoid, cone, pyramid, and vase-forms. Conic and pyramidal objects.

Working Drawings.

Models, vertical and horizontal. Revolution on one axis. Visible outlines and edges. Three views.

Expression.

Visible outlines and edges. Working and dimension lines. Drawing, freehand.

Constructive Design.

Conic and pyramidal objects. Fitness to purpose.

Manual Training.

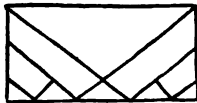
Making in light cardboard.

Patterns and Developments.

Conic and pyramidal objects.

CORRELATION EXERCISES.

STUDY OF PICTURES.



FIFTH GRADE. — GRAMMAR.

Time Allowance, Two 45-minute periods a week.

SEPTEMBER.

FIRST WEEK.

Lesson 1.

Drawing of sprays and leaves in the best possible position within freehand outlines suitable in shape and proportion to the object drawn. Growth, accent, varied line, and simple effects of light and dark should be considered.



Lesson 2.

Review of the cone, using the larger type-solids and conducting the lesson, in order to bring out the characteristics of form and features of surface in much the same manner as similar lessons in previous year's work.

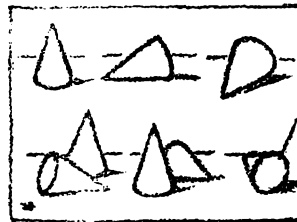
SECOND WEEK.

Lesson 1.

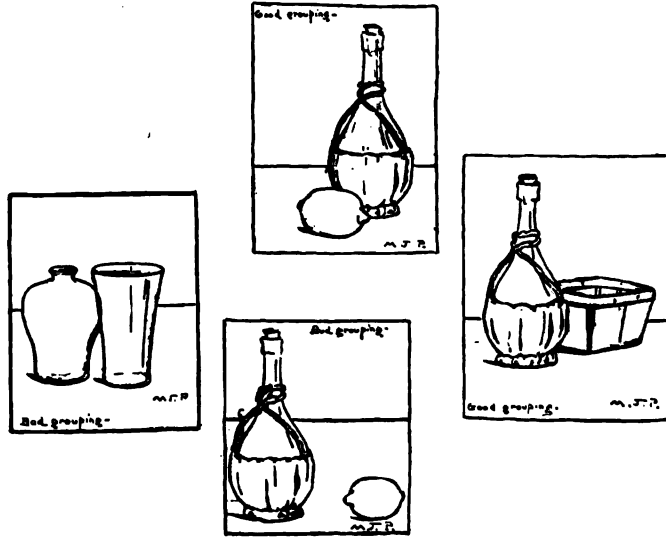
Drawing of the cone in varying positions.

Lesson 2.

Review of the subject of proportion, space-filling, and opposition of line studied during the previous grades. Draw a rectangle in good proportion, arrange within this space inclined lines crossing in different directions, thus leading to space-filling by lines in transition.



OUTLINE OF LESSONS IN DRAWING.



THIRD WEEK.

Lesson 1.

The drawing of common and beautiful objects similar to the cone, which the children have brought to school. These may be drawn singly or in groups.

Note.—This illustration, although belonging to a more advanced grade, may serve to emphasize the necessity of paying careful attention to the subject of grouping. Good composition should be commended; poor arrangements improved. The point of view, groups not too far below the eye, relationship between the objects, leading member, variety in position, pleasing outline, and general unity as a whole are points which will interest the pupils in forming their groups.

Lesson 2.

Optional lesson.

September Picture Day.

The collection, exhibition, and discussion of pictures

FIFTH GRADE. — OCTOBER.

which, from the standpoint of the pupils, illustrate either the season or the work of the month. The best of these pictures may be retained by the teacher and mounted by the pupils, as illustrations of what has been accomplished.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Wounded Lioness," a slab from the ruins of Assyria, is suggested as an example for study.

OCTOBER.

FIRST WEEK.

Lesson 1.

Review of the pyramid, using the larger type-models.

Conduct this review in the same manner as suggested for the Second Grade work, bringing out the characteristics of form and features of surface.

Lesson 2.

Color study. Color relations. Review of violet, red, and orange. Color names of red violet and red orange.

Scaling to tone with tints and shades of red violet.

SECOND WEEK.

Lesson 1.

Drawing of sprays of leaves with nuts or seed-pods in spaces properly arranged for the example.

Lesson 2.

Color study. Review of color names of red violet and red orange. Scaling to tone with tints and shades of red orange.

OUTLINE OF LESSONS IN DRAWING.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil standing facing the class three-quarters front. Illustrate some story, if possible, by this exercise.



THE SHEPHERDESS.

Millet.

Lesson 2.

October Picture Day.

"The Shepherdess," by J. F. Millet (Paris), is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Drawing the pyramid in varying positions.

Lesson 2.

Color study. Review of orange, yellow, and green.

FIFTH GRADE. — NOVEMBER.

Color names of yellow orange and yellow green.
Scaling to tone with tints and shades of yellow orange.

NOVEMBER.

FIRST WEEK.

Lesson 1.

Drawings of objects like the pyramid, which the children have brought to the class. These objects may be drawn singly, in varying positions, or arranged in groups.

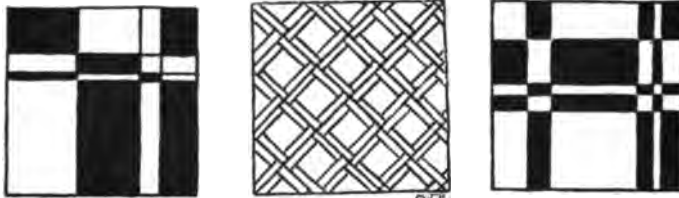
Lesson 2.

Color study. Review of color names of yellow orange and yellow green. Scaling to tone with tints and shades of yellow green.

SECOND WEEK.

Lesson 1.

Study of opposition and transition of line in the planning of a mosaic pavement for a square room. Review the subject of opposition and transition of line as presented last month in plaids and weaving exercises.



For the new exercise lead the children to the consideration of tile or mosaic floors that they have seen, and allow them to make designs for such a floor, introducing the above principles.



OUTLINE OF LESSONS IN DRAWING.

Lesson 2.

Color study. Color relations. Review of green, blue, and violet. Color names of blue green and blue violet. Scaling to tone with tints and shades of blue green.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil standing three-quarters front to the class.

Lesson 2.

Optional lesson.

November Picture Day.

The collection, exhibition, and discussion of pictures which, from the standpoint of the pupils, illustrate either the season or the work of the month. The best of these pictures should be retained by the teacher and mounted by the pupils, as illustrations of what has been accomplished.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Lion's Head," by Donatello, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Review of the subject of vases, with examples brought to the class-room for comparison with the type-form.

Lesson 2.

Color study. Review of color names of blue green and blue violet. Scaling to tone with tints and shades of blue violet.

DECEMBER.

FIRST WEEK.

Lesson 1.

Encourage the children to bring to the class-room vases or vase-like bottles of different forms. Draw these objects in varying positions, either singly or in groups.

Lesson 2.

Study of opposition and transition of line in the designing of tiles. Study changes of pattern in dark and light.

SECOND WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil standing three-quarters front to the class.

Lesson 2.

Christmas Picture Day.

"The Sistine Madonna," by Raphael (Dresden), is suggested as an example for study.

THIRD WEEK.

Lesson 1.

Study of vase-forms, with drawings of the objects arranged singly or in groups.



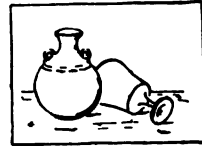
SISTINE MADONNA.

Raphael.

OUTLINE OF LESSONS IN DRAWING.

Lesson 2.

Drawing of simple groups of models and objects, composed of either the type-forms of the cone, pyramid, or vase-form, or common objects similar to the types.

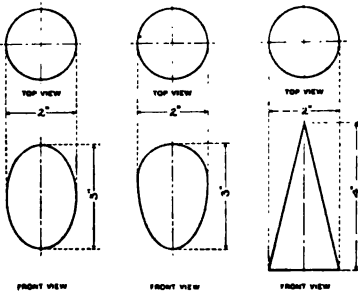


JANUARY.

FIRST WEEK.

Lesson 1.

Conversational and drawing lesson with ellipsoids, ovoids, and cones, also working drawings in two views of these types on the blackboard. Have the pupils review or rediscover the facts of form, and make an estimate of the dimensions of these types. Develop the fact that these three types all show circles when looked at in certain directions, and their distinctive outlines, ellipse, oval, or triangle, when viewed in another direction. Discuss dimensions of the shapes observed. Encourage the pupils to discover a parallel between their observations and the representation of these facts upon the blackboard, which should have been hidden until this point of the lesson. Give terms; working drawing, front and top view, two views, dimension lines, figures, arrow-heads, light connecting lines, and full lines, in connection with these blackboard illustrations. Lead the pupils to appreciate the use and value of a working drawing. If there is time, let the pupils make two views of one of their models.



Lesson 2.

Conversational and drawing lesson with cones, pyramids, and vase-forms, also working drawings of these types in three views on the blackboard. Lead the pupils to study the facts of form as suggested. Develop the fact that two of these types, the cone and pyramid, show triangular outlines when viewed from one position; and that two, the cone and vase-form, show circular outlines when viewed from one position. Bring out the fact that views from two and sometimes three or more positions are necessary to thoroughly tell all the facts concerning any model. Continue the exercise as suggested under the preceding lesson.

SECOND WEEK.

Lesson 1.

Study of simple elements of early historic decoration, with drawings of units from the Egyptian style.

Lesson 2.

Study of simple elements of early historic decoration, with drawings of arrangements of units in Egyptian borders.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil standing three-quarters front to the class.



OUTLINE OF LESSONS IN DRAWING.

Lesson 2.

Optional lesson.

January Picture Day.

The collection, exhibition, and discussion of pictures which, from the standpoint of the pupils, illustrate either the season or the work of the month.

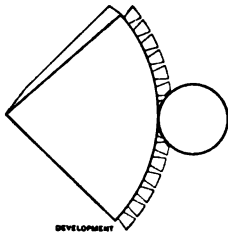
Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Maiden of Lille," by Raphael (?), is suggested as an example for such study.

FOURTH WEEK.

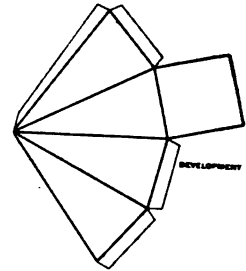
Lesson 1.

Crease the pattern of a cone by rolling the model upon paper. Cut out the pattern, allowing laps for pasting, thus developing the pattern for a paper cone.



Lesson 2.

Crease the pattern of a pyramid by turning the faces of the model against the paper. Cut out the pattern, allowing laps for pasting, thus developing the pattern for a paper pyramid.



FEBRUARY.

FIRST WEEK.

Lesson 1.

Study of simple elements of early historic decoration, with drawings of units from the Greek style.

Lesson 2.

Study of simple elements of early historic decoration,

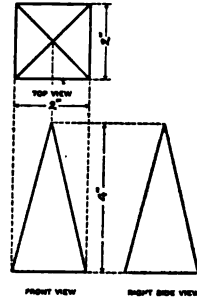
FIFTH GRADE. — FEBRUARY.

with drawings of arrangements of units in Greek borders.

SECOND WEEK.

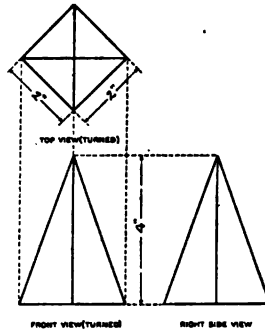
Lesson 1.

Conversational and drawing lesson with the pyramid, also working drawings in three views of this model upon the blackboard, with a side of the base to the front. Lead the pupils to study the facts of form of the pyramid, and the representation of these facts as observed in freehand working drawings. Compare pupils' drawings with the working drawing upon the board and develop the fact that sometimes three views as well as two are necessary. Review the terms of a working drawing. See January, First Week, Lesson 1.



Lesson 2.

Conversational and drawing lesson with the pyramid, also working drawings in three views of this model upon the blackboard, placed with an angle of the base to the front. Study the pyramid in various positions to see whether the facts of form as seen in the model change. Review axis and revolution. Place the model upon a book and revolve the pyramid on its axis until one angle of base is nearest the pupil. Let the pupils make freehand sketches to illustrate this new position, in three views if time will allow. Compare the sketches of the pupils with drawings on the board, which should have been hidden until this period of the lesson. Review the terms of a working drawing as



OUTLINE OF LESSONS IN DRAWING.

indicated in January, First Week, Lesson 1. Give terms, visible outlines and edges.



MADONNA UNDER THE APPLE TREE.
Rubens.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil standing three-quarters front to the class.

Lesson 2.

February Picture Day.

"Madonna under the Apple Tree," by Rubens (Vienna), is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Study of simple elements of historic decoration, with drawings of scrolls or borders from the Roman style.

Lesson 2.

Study of simple elements of historic decoration, with drawings of scrolls or borders from the Romanesque or Gothic styles.

MARCH.

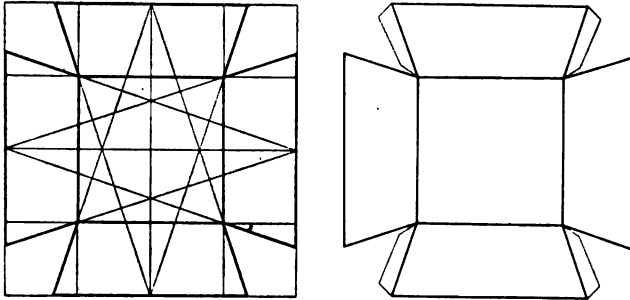
FIRST WEEK.

Lesson 1.

Paper-folding exercise from dictation to develop the

FIFTH GRADE. — MARCH.

pattern of a paper box based upon the frustrum of a pyramid. Cutting the pattern from paper.



Lesson 2.

Using the paper pattern of last lesson to prepare the pattern of a paper box based upon the frustrum of a pyramid, to be constructed in heavy manila paper. Cut the pattern, allowing laps for pasting.

Note. — See Lesson 1, Fourth Week.

SECOND WEEK.

Lesson 1.

Conversational lesson, with twigs, potted plants, or leafless trees which may be seen from the school windows. Conduct the study of the plant growth as suggested in the lessons of the Third and Fourth Grades. Illustrate the principles by drawings on blackboard and paper.

Lesson 2.

Drawing of simple groups of models and objects, composed of either the type-forms of the cone, pyramid, or vase-form; or common objects similar to the types.



OUTLINE OF LESSONS IN DRAWING.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil standing three-quarters front to the class.

Lesson 2.

Optional lesson.

March Picture Day.

The collection, exhibition, and discussion of pictures which, from the standpoint of the pupils, illustrate either the season or the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Nuremberg Madonna" is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Completion of Lesson 2, First Week of this month.
Pasting the box.

Lesson 2.

Drawing of simple groups of models and objects, composed of either the type-forms of the cone, pyramids or vase-form; or common objects similar to the types.

APRIL.

FIRST WEEK.

Lesson 1.

Color study. Cutting a rosette or simple historic unit from the dark shade of red violet or yellow green.

Note. — Half the class might cut from the dark red violet and the other half from the dark yellow green, or one unit might be cut in class, the other as a home exercise. These cuttings should be mounted on gray paper, during an optional lesson or as a home exercise.

FIFTH GRADE. — APRIL.

Lesson 2.

Color study. Quality of color. Iridescence. Scaling to hue and tone with the six intermediate colors, their tints and shades.

SECOND WEEK.

Lesson 1.

Review briefly the principles of design as suggested in the lessons of the preceding grades. Lead to an appreciation of the *point of view* from which these principles should be observed. Develop an idea of surface decoration as illustrated by flowers growing upon a horizontal surface, and showing top views when that surface is viewed from above. Develop the idea that the use of materials in a manner suggested by nature will offer safe principles of design. Suggest by illustrations on paper or blackboard some of the simple principles of surface covering, geometric foundation, "seeding," "powdering," etc.

Lesson 2.

Study of simple examples of historic ornament, rosettes, etc., which illustrate the *point of view* in the study of units for design. Develop the idea of *radiation around a centre or central stem*. Illustrate this exercise by the drawing of some simple historic design involving this principle.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil standing three-quarters front to the class.

OUTLINE OF LESSONS IN DRAWING.



QUEEN LOUISE.

Richter.

Permission of Berlin Photo. Co.

Lesson 2.

April Picture Day.

"Queen Louise," by Richter (Cologne), is suggested as an example for study.

MAY.

FIRST WEEK.

Lesson 1.

Color study. Cutting a simple rosette, and background of squares or circles, from the normal, light tint, and darker tone of yellow orange. Mount on gray paper as an optional or home exercise.

Lesson 2.

Color study. Cutting units, background, and strips for a simple border from the normal, light tint, and dark shade of red orange. Mount on gray paper as an optional or home exercise.

SECOND WEEK.

Lesson 1.

Conversational lesson with plant-forms, blossoms, and leaves, to develop a recognition of *idealization* or *conventionalization* as applied to material for design. This exercise should be illustrated by sketches. See notes under Fourth Grade, May, Fourth Week, Lesson 1.

FIFTH GRADE. — MAY.

An effort should also be made to illustrate the various methods of arrangement of conventionalized material in the form of design. The three methods suggested, the *single arrangement complete in itself*, the *limited surface arrangement or border*, and the *surface arrangement or surface design*, are noted more or less fully in certain lessons of the Third Grade.

Lesson 2.

Study of design. Study of units and arrangements which shall illustrate the special effort of the grade, the principle of *horizontal radiation around a central stem or centre*.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil standing three-quarters front to the class, or sitting side to the class.

Lesson 2.

Optional lesson.

May Picture Day.

The collection, exhibition, and discussion of pictures which, from the standpoint of the pupils, illustrate either the season or the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"St. Cecelia," by Donatello, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Color study. Cutting units, background, and strips for a simple border from the normal, lighter tint, and dark

OUTLINE OF LESSONS IN DRAWING.

shades of blue green. Mount on gray paper as an optional or home exercise.

Lesson 2.

Color study. Cutting a rosette or simple historic unit, and background of squares or circles, from the normal, light tint, and dark shade of blue violet. Mount on gray paper as an optional or home exercise.



JUNE.

FIRST WEEK.

Lesson 1.

Study of opposition and transition of line. Weaving exercises or borders. Patterns in dark on light or light on dark.

Lesson 2.

Drawing of plant-growth, branches, flowers, leaves, or vines, in the best possible position within outlines suitable to the character of the growth selected. Growth, accent, varied line, and simple effects of light and dark should be considered.



FIFTH GRADE. — JUNE.

SECOND WEEK.

Lesson 1.

Study of design. Continuation of Lesson 2, Second Week, May.

Lesson 2.

Study of design. Completion of the last lesson.

THIRD WEEK.

Lesson 1.

Drawing of plant-growth, branches, flowers, leaves, or vines, in the best possible position within outlines suitable to the character of the growth selected. Growth, accent, varied line, and simple effects of light and dark should be considered.

Lesson 2.

June Picture Day.

"Song of the Lark," by Jules Breton, is suggested as an example for study.



SONG OF THE LARK.

Breton.

COURSE OF STUDY.

SIXTH GRADE.—GRAMMAR.

REPRESENTATION.

Nature Study.

Flowering plants, shrubs, and trees.

Familiar and Beautiful Objects.

Cylindric, conic, and rectangular objects.

Type-Forms.

Cylinders, cones, and rectangular models.

Studies of Life.

Pose-drawing. Heads. Studies of animals.

Composition.-

Selection, grouping, space relations.

Expression.

Outline. Light and dark. Light and shade. Color.

DECORATION.

Historic Study.

Characteristics of Egyptian and Greek styles.

Nature Study.

Plants, leading lines of growth. Arrangement and idealization.

Principles of Composition.

Space distribution. Rhythm. Radiation. Proportion.

Creative Effort.

Area. Borders and surface patterns.

SIXTH GRADE. — GRAMMAR.

Color.

.Seven grays, two tints, and two shades of each. Scaling of hues and tones.

Expression.

Outline. Light and dark. Color.

CONSTRUCTION.

Models and Objects.

Hexagonal prism and hollow cylinder. Boxes and framing.

Patterns and Developments.

Hexagonal objects. Truncated, conic, and pyramidal objects. Covers, folios, etc.

Working Drawings.

Foreshortenings. Invisible outlines and edges. Sections.

Expression.

Invisible outlines, edges, dimension lines. Geometric problems. Scale drawings. Drawing, freehand and instrumental.

Constructive Design.

Profile curves. Beauty of form and outline.

Manual Training.

Making in heavy cardboard or light wood.

Correlation Exercises.

Study of Pictures.

SIXTH GRADE. — GRAMMAR.

Time Allowance, Two 45-minute lessons a week.

SEPTEMBER.

FIRST WEEK.

Lesson 1.

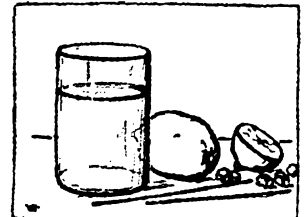


Drawing of shrubs and small trees in mass. Small shade-trees will be found in all parts of the city, and doubtless many such may be seen from the windows of the class-room. In the outlying sections of the city, no difficulty whatsoever will be found in securing examples for this exercise. It is not expected that attention will be paid to details of foliage, and only suggestions introduced here and there where the branches show through the mass. Attention should be concentrated in this exercise upon the growth and direction

of the trunk of the tree, the branching of the limbs that show, and the character of the crowning mass of foliage. The shrub or tree drawn should be carefully placed on the paper in the best possible position within a freehand outline suitable to the subject selected.

Lesson 2.

Review of the appearance of the cylinder, using either the type-models or larger objects which will bring out the elliptical appearance of circular top and bottom.



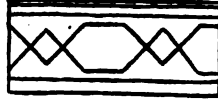
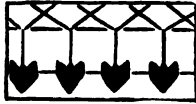
SECOND WEEK.

Lesson 1.

Drawing of groups which contain one or more cylindrical objects.

Lesson 2.

Space-filling with lines in transition, but so grouped or arranged that repetition and alternation shall be studied, or in other words lines in transition in rhythm.



THIRD WEEK.

Lesson 1.

Drawing of familiar objects like the cylinder, which have been brought to the class-room by the pupils. These may be drawn singly, in varying positions, above and below the eye, or in groups.

Lesson 2.

Optional lesson.

September Picture Day.

The collection, exhibition, and discussion of pictures gathered by the pupils, typical of the season or suggestive of the work of the month. The best examples brought to the class may wisely be retained by the teacher and mounted by the pupils as results of the effort.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"The Sphinx and Pyramids" is suggested as a picture for study.

OUTLINE OF LESSONS IN DRAWING.



K.E.P.



K.E.P.



K.E.P.

OCTOBER.

FIRST WEEK.

Lesson 1.

Review the appearance of cones. Use either the individual models or larger objects, which will illustrate the appearance of the cone in varying positions. The teachers must carefully bear in mind the fact that the cone should be placed in varying positions. Unless this is done the impression may be left with the pupils that the cone is an object which always rests on its base.

Lesson 2.

Color study. Choice and recognition of color. Color relations. Grays. Color name of red gray. Study of tints and shades. Scales.

SECOND WEEK.

Lesson 1.

Study of shrubs or trees, particular attention being paid to mass and the lines of growth. As an example of what is desired, contrast the characteristics of the elm, apple, and spruce.

Lesson 2.

Color study. Choice and recognition of color. Color relations. Color name of orange gray. Study of tints and shades. Scales.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with the pupil sitting side to the class.



OXEN GOING TO LABOR.

Troyon.

Lesson 2.

October Picture Day.

"Oxen Going to Labor," by Constantine Troyon, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Drawing of objects based upon the cone, brought to the class-room. Objects studied singly or in groups.

Lesson 2.

Color study. Choice and recognition of color. Color relations. Color name of yellow gray. Study of tints and shades. Scales.

NOVEMBER.

FIRST WEEK.

Lesson 1.

Review of the appearance of the square

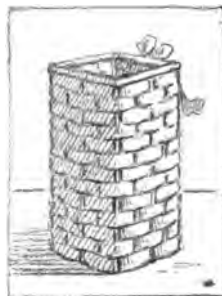


SIXTH GRADE. — NOVEMBER.

prism by the drawing of objects similar in form to the type brought to the class-room by the children.

Lesson 2.

Color study. Cutting some historic unit and background from the normal and light tint of red gray. Mount upon a sheet of neutral gray paper as a home exercise.



SECOND WEEK.

Lesson 1.

Study of proportion and rhythm in borders, introducing not only the opposition and transition of line, but the study of area as influenced by such lines.

Lesson 2.

Color study. Cutting some simple historic border units, background, and margin strips from the normal and two tints of orange gray. Mount upon a sheet of neutral gray paper as a home exercise.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with the pupil sitting side to the class.

Lesson 2.

Optional lesson.

November Picture Day.

The collection, exhibition, and discussion of pictures gathered by the pupils, typical of the season, illustrative of the Egyptian study, or suggestive of the work of the month. The best examples brought to the class should if possible be retained by the teacher and mounted by the pupils as a result of the effort.

OUTLINE OF LESSONS IN DRAWING.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"The Temple of Edfou" is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Drawing of objects based upon the square prism brought to the class-room. Study of groups.

Lesson 2.

Color study. Cutting some simple historic surface pattern from the normal and light tint of yellow gray. Mount upon a sheet of neutral gray as a home exercise.

DECEMBER.

FIRST WEEK.

Lesson 1.

Review of the appearance of triangular prisms by the drawing of objects similar in form to the types brought to the class-room by the children.

Lesson 2.

Study of proportion and rhythm in borders or surface patterns, introducing not only opposition and transition of line, but the study of lines in radiation.

SECOND WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil sitting side to the class.



SIXTH GRADE. — JANUARY.

Lesson 2.

Christmas Picture Day.

"The Holy Family," by Murillo (Paris), is suggested as an example for study.



THIRD WEEK.

Lesson 1.

Drawing of objects similar to the triangular prism, which have been brought to the class-room by the pupils, or observed by them.

Lesson 2.

Study of profile curves as seen in vases or various objects. Simple principles of beauty of form and outline. Fitness to purpose, contrast, accent, etc. This exercise may be carried out in flat washes of color in those schools which are equipped with materials.

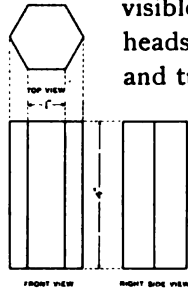
JANUARY.

FIRST WEEK.

Lesson 1.

Conversational and drawing lesson with hexagonal prisms and working drawings in three views on the blackboard. Review the facts and characteristics of the form, leading the pupils to express with sketches

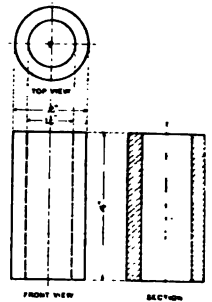
OUTLINE OF LESSONS IN DRAWING.



the points observed. Give the terms visible and invisible edges, views, dimension lines, figures, arrow-heads, etc. Place the hexagonal prism upon a book and turn the book in such a manner that the left side view, right side view, and (with care) the top view may be observed. Present the idea of scale drawings to the pupils. Ask them to measure their models and make a front view on paper about "full scale," and, if there is time, three views of the model drawn free-hand, but with such reference to the scale that the drawings are made about "half scale." Refer the pupils to the working drawings upon the board, and if the proportions and dimensions of the blackboard drawing are different from those of the pupils' models better results will be obtained. The ability to read working drawings is as necessary as the power to make them.

Lesson 2.

Conversational and drawing lesson with a hollow cylinder, working drawings in two views and a section on the blackboard. Review the facts and characteristics of form as in a previous lesson. Lead the pupils to think of a hollow cylinder (use a section of pipe, bamboo, etc., if necessary, to aid the imagination) and how the hole or bore might pass from end to end. Lead them to think how the thickness of the walls could be represented. Present the idea of a section and its purpose in a working drawing. At this point show the blackboard drawing made in two views (front and top) and a section occupying in this case



SIXTH GRADE.—JANUARY.

the place of a side view. Question whether the front view as drawn by most pupils is complete. Present the term invisible edges or invisible lines, and illustrate with the invisible lines of the bore. If there is time, have the pupils draw freehand two views and a section about "full scale" of an imaginary hollow cylinder about the dimensions of their models.

SECOND WEEK.

Lesson 1.

Study of the characteristics of Egyptian decoration.
Drawing of the lotus flower and its idealization.

Lesson 2.

Study of the characteristics of Egyptian decoration.
Drawing of borders, scrolls, or panels.



THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil sitting side to the class.

Lesson 2.

Optional lesson.

January Picture Day.

The collection, exhibition, and discussion of pictures gathered by the pupils, typical of the season, illustrative of the historic study, or suggestive of the work of the month.

Teachers who wish to do more with the study of reproductions of

OUTLINE OF LESSONS IN DRAWING.

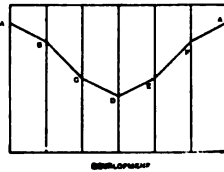
famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"The Acropolis Hill," Athens, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

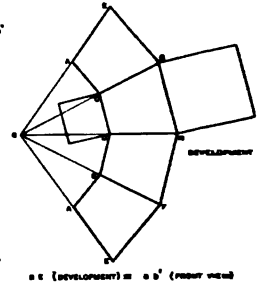
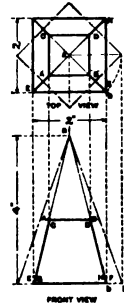
Development and pattern-making of a hexagonal prism with a pencil line drawn upon its surface where an inclined cut might be made. This line should show on the pattern. If desired, the patterns may be provided with laps and pasted as home exercises.



Lesson 2.

Development and pattern-making of a truncated pyramid, the dimensions of whose sides are given by the teacher as the lesson progresses.

Note. — Give two periods to this lesson. See Lesson 1, Second Week, February.



FEBRUARY.

FIRST WEEK.

Lesson 1.

Study of the characteristics of Egyptian decoration.
Drawings of columns and capitals.

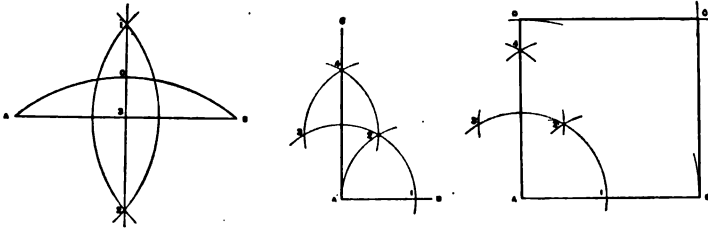
Lesson 2.

Study of the characteristics of Egyptian decoration.
Drawings of examples of surface decoration.

SECOND WEEK.

Lesson 1.

Completion of Lesson 2, Fourth Week, January.



Lesson 2.

Geometric problems. Bisect a given straight line. Bisect the arc of a circle. At the extremity of a given straight line erect a perpendicular. Show the pupils the application of this last problem in constructing a square.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil sitting side to the class.

Lesson 2.

February Picture Day.

"The Madonna of the Meyer Family," by Holbein (Darmstadt), is suggested as an example for study.



MEYER MADONNA.

Holbein.

OUTLINE OF LESSONS IN DRAWING.

FOURTH WEEK.

Lesson 1.

Study of the characteristics of Greek decoration. Drawing of the anthemion.

Lesson 2.

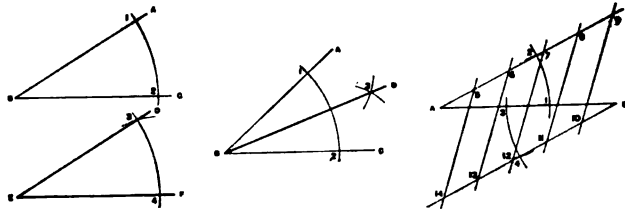
Study of the characteristics of Greek decoration. Drawings of borders or vase decoration.

MARCH.

FIRST WEEK.

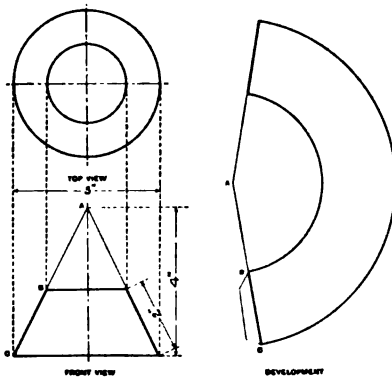
Lesson 1.

Geometric problems. Construct an angle equal to a given angle. Bisect an angle. Divide a given straight line into any number of equal parts.



Lesson 2.

Developing the pattern of a conical lamp-shade.



SECOND WEEK.

Lesson 1.

Study of the characteristics of Greek decoration. Drawings of vase or wall decoration.

SIXTH GRADE. — APRIL.

Lesson 2.

Study of the characteristics of Greek decoration. Drawing of examples of surface decoration.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil sitting side to the class.

Lesson 2.

Optional lesson.

March Picture Day.

The collection, exhibition, and discussion of pictures gathered by the pupils, typical of the season, or suggestive of the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"The Parthenon" is suggested as an example for study.

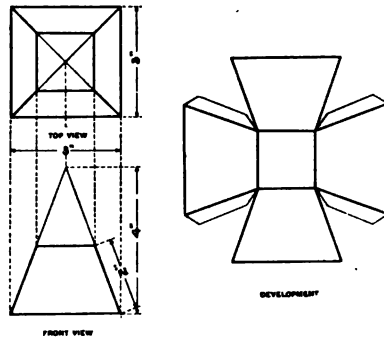
FOURTH WEEK.

Lesson 1.

Developing the pattern of a tray with flaring sides, similar in form to a given truncated square pyramid.

Lesson 2.

Completion of the previous lesson.



APRIL.

FIRST WEEK.

Lesson 1.

Color study. Choice and recognition of color. Color

OUTLINE OF LESSONS IN DRAWING.

relations. Color name of green gray. Study of tints and shades. Scales.

Lesson 2.

Color study. Choice and recognition of color. Color relations. Color name of blue gray. Study of tints and shades. Scales.

SECOND WEEK.

Lesson 1.



Conversational lesson, with branches or potted plants, to develop a recognition of the laws of plant growth. See the various lessons of the Third, Fourth, and Fifth Grades. Lead the pupils to an appreciation of the fact that for purposes of design the plant and its growth may be studied in two different ways. The first, as viewed from above, when its growth shows as a radiation around a centre; and second, as viewed from the front, when *growth from a central point or root is shown*. This last principle should be carefully developed, as it is the chief law governing Sixth Grade work. Develop the idea of vertical surface decoration, as illustrated by plants growing on or against vertical surfaces, and showing their growth from a root against that surface. Lead the pupils to recognize in this a principle of design often violated; namely, the utilization of upright growth (seen from the front) on horizontal surfaces. Suggest by illustrations on paper or blackboard some of the simple principles of geometric foundation, and the development of patterns on vertical surfaces.

Lesson 2.

Study of simple examples of historic ornament, borders, surface patterns, etc., which illustrate the *point of*

SIXTH GRADE. — MAY.

view in the study of units for design. Develop the idea of growth from a central root. Illustrate this exercise by the drawing of some simple historic design based upon this principle.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil sitting side to the class.



READING FROM HOMER.
D. J. W.

Alma-Tadema.

Lesson 2.

April Picture Day.

"Reading from Homer," by Lorenz Alma-Tadema, is suggested as an example for study.

MAY.

FIRST WEEK.

Lesson 1.

Color study. Choice and recognition of color. Color

OUTLINE OF LESSONS IN DRAWING.

relations. Color names of violet gray. Study of tints and shades. Scales.

Lesson 2.

Color study. Cutting some simple historic unit and background from the dark shade and light tint of green gray. Mount upon a sheet of neutral gray paper as a home exercise.

SECOND WEEK.

Lesson 1.

Designing a border or surface pattern with a simple unit which shall illustrate the principle of *growth from a central point or root and repetition and alternation*.

Lesson 2.

Study of conventionalization or *idealization* of plant-forms, blossoms, and leaves. Study of *methods of arrangement* in design. See notes under the lessons of the Fourth and Fifth Grades.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose with pupil sitting side or three-quarters front to the class.

Lesson 2.

Optional lesson.

May Picture Day.

The collection, exhibition, and discussion of pictures gathered by the pupils, typical of the season, or suggestive of the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Winged Victory of Samothrace" (Louvre) is suggested as an example for study.

SIXTH GRADE. — JUNE.

FOURTH WEEK.

Lesson 1.

Color study. Cutting some simple historic surface pattern from the normal and lighter tint of blue gray. Mount upon a sheet of neutral gray paper as a home exercise.

Lesson 2.

Color study. Cutting some simple historic border, units, background, and margin strips from the dark shade and the two tints of violet gray. Mount upon a sheet of neutral gray paper as a home exercise.

JUNE.

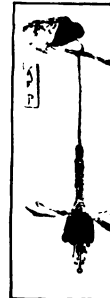
FIRST WEEK.

Lesson 1.

Study of proportion and rhythm in surface patterns, introducing opposition, transition, and radiation of line, repetition and alternation, and the study of area as influenced by such lines.

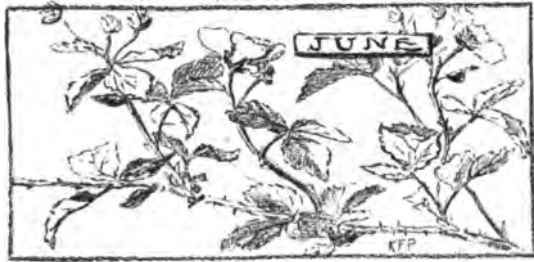
Lesson 2.

Drawing of plants, branches, or blossoming boughs



OUTLINE OF LESSONS IN DRAWING.

within freehand outlines suitable to the character of the growth selected.



SECOND WEEK.

Lesson 1.

Study of design. Study of units and arrangements which shall illustrate the special effort of the grade, the principle of *vertical growth from a central point or root*.

Lesson 2.

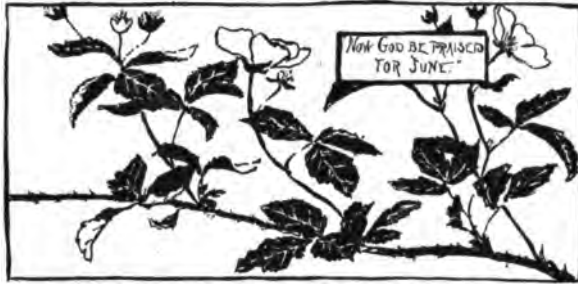
Study of design. Completion of the last lesson.

THIRD WEEK.

Lesson 1.

The study of plants, shrubs, and trees, paying particular attention to lines of growth. It may be interesting in





connection with the effort to introduce some of the running vines of the season, drawing them in freehand outlines best suited to their growth.

Lesson 2.

June Picture Day.

"The Rainbow," by Jean François Millet, is suggested as an example for study.



THE RAINBOW.

Millet.

COURSE OF STUDY.

SEVENTH GRADE — GRAMMAR.

REPRESENTATION.

Nature Study.

Blossoming boughs, masses of foliage. Trees and landscape.

Familiar and Beautiful Objects.

Conic, pyramidal, and prismatic objects.

Type-forms.

Cone, pyramid, triangular and hexagonal models.

Studies of Life.

Pose-drawing. Studies of details. Studies of animals.

Composition.

Selection of indoor and outdoor effects. Space relation.

Expression.

Outline. Light and dark. Light and shade. Color.

DECORATION.

Historic Study.

Characteristics of Roman, Byzantine, and Saracenic styles.

Nature Study.

Foliage, character of growth. Arrangement and idealization.

Principles of Composition.

Radial subordination. Breadth. Balance.

SEVENTH GRADE. — GRAMMAR.

Creative Effort.

Area. Bilateral design. Panels.

Color.

Combinations of intermediates and grays. Color contrasts.

Expression.

Outline. Light and dark. Color.

CONSTRUCTION.

Models and Objects.

Combinations of models. Pulleys. Details of the Boston Manual Training Course.

Patterns and Developments.

Models cut obliquely.

Working Drawings.

Revolution on one axis. Oblique sections.

Expression.

Visible and invisible outlines and edges. Dimension lines. Geometric problems. Scale drawings. Drawing, freehand and instrumental.

Constructive Design.

Profiles and sections.

Manual Training.

Making in heavy cardboard, light wood, and special wood.

CORRELATION EXERCISES.

STUDY OF PICTURES.

SEVENTH GRADE.—GRAMMAR.

Time Allowance, Two 45-minute lessons a week.

SEPTEMBER.

FIRST WEEK.

Lesson 1.

Drawing of branches of trees in mass. Strive in this exercise to bring out a comparison of the character of growth in masses of foliage. See page 156 for a similar exercise with trees.

Lesson 2.

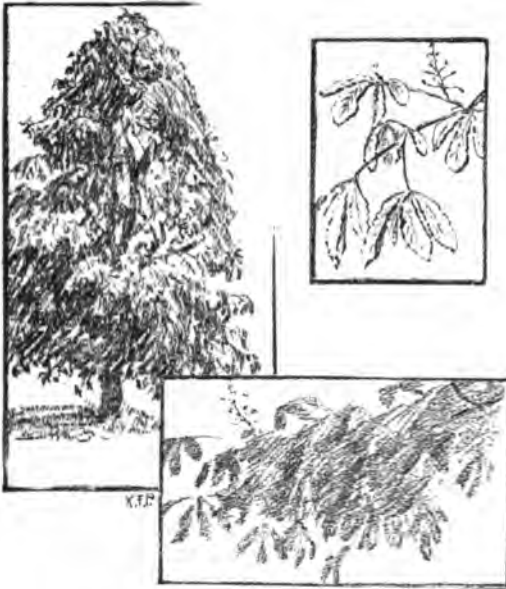
Review of the appearance of conic objects. Particular attention should be paid in this lesson to the proper drawing of the circular base of the conic object in varying positions, and the

tangential character of outlining elements of the object.

SECOND WEEK.

Lesson 1.

Drawing of groups containing conic objects, either



SEVENTH GRADE. — OCTOBER.

type-forms or objects which may be brought to the class-room by the pupils.

Lesson 2.

Space-filling with radiating lines and masses.

Study of composition, introducing good space-filling in radiating lines and masses.

THIRD WEEK.

Lesson 1.

Drawing of conic objects brought to the class-room by the pupils. These may be drawn either singly, in varying positions, or in groups.

Lesson 2.

Optional lesson.

See notes under Optional lesson, Fourth Grade, September.

September Picture Day.

The collection, exhibition, and discussion of pictures typical of the season, illustrative of the historic study, or the work of the month. The best examples collected may be retained and mounted by the pupils.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

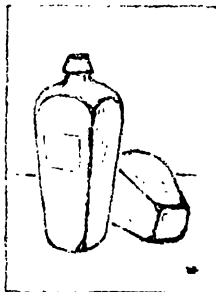
"The Roman Forum" is suggested as an example for study.

OCTOBER.

FIRST WEEK.

Lesson 1.

Review of the appearance of pyramidal objects or type-forms in varying positions. This may be partly a



OUTLINE OF LESSONS IN DRAWING.

conversational exercise illustrated with quick free sketches by the pupils, on the blackboard or paper.

Lesson 2.

Color study. Review of color names and relationships. Seeking color in natural and manufactured objects. First six colors and the six intermediates.

SECOND WEEK.

Lesson 1.

Drawing of branches in mass, paying particular attention to growth.

Lesson 2.

Color study. Review of color names, relationships, and characteristics. Seeking color in natural and manufactured objects. First six colors and six intermediates. Scales, tints, and shades.

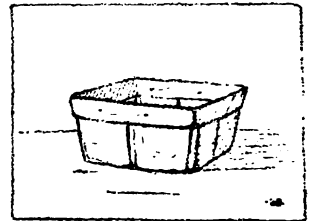


THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil sitting facing the class three-quarters front.

Note. — In all the pose work strive for general direction of suggestive lines and form of masses. Detail should be only suggested, and the head drawn in mass. Certain pupils may desire to indicate the effects of light and dark as seen in clothing, or a light suggestive treatment of hair, thus giving more character to the study.



Lesson 2.

October Picture Day.

"The Gleaners," by J. F. Millet (Louvre), is suggested as an example for study.



THE GLEANERS.

Millet.

FOURTH WEEK.

Lesson 1.

Drawing of pyramidal objects which have been collected and brought to the class-room by the pupils. These may be drawn singly, in varying positions, or arranged in pleasing groups.

Lesson 2.

Color study. Review of color names and relationships. Seeking color in nature or manufactured objects. Grays.

NOVEMBER.

FIRST WEEK.

Lesson 1.

Review of the appearance of triangular prisms, by drawing the type-forms or objects similar in character, which may be brought to the class-room by the pupils.

OUTLINE OF LESSONS IN DRAWING.

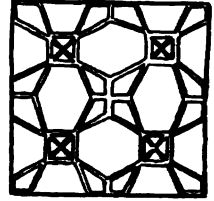
Lesson 2.

Color study. Review of color names and relationships.
Seeking color in nature or manufactured objects.
Grays. Scales, tints, and shades.

SECOND WEEK.

Lesson 1.

Study of composition, introducing good space-filling and the principles of radial subordination as illustrated in surface designs, as tiles, semi-circular windows, etc.



Lesson 2.

Color study. Arrangements of color schemes for combinations of intermediates and grays. Red violet and red gray, or red orange and orange gray.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil sitting facing the class three-quarters front.

Lesson 2.

Optional lesson.

November Picture Day.

The collection, exhibition, and discussion of pictures typical of the season, illustrative of the Roman study, or the work of the month. The best examples collected should be retained and mounted.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"The Pantheon " (exterior and interior) is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Drawing the triangular prism type-form, or objects similar



SEVENTH GRADE. — DECEMBER.

in character, which have been brought to the classroom by the pupils, or observed by them.

Lesson 2.

Color study. Arrangements of color schemes for combinations of intermediates and grays. Yellow orange and orange gray, or yellow green and yellow gray.

DECEMBER.

FIRST WEEK.

Lesson 1.

Drawing the triangular prism type-form, or objects similar in character, which have been brought to the classroom by the pupils, or observed by them.

Lesson 2.

Study of composition. Good space-filling. Radiating lines and masses.

SECOND WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil sitting facing the class three-quarters front.

Lesson 2.

Christmas Picture Day.

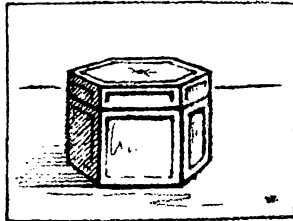
"The Madonna, Christ Child, and St. John," by Bouguereau, is suggested as an example for study.



MADONNA, CHRIST CHILD, AND ST. JOHN.
Bouguereau.

OUTLINE OF LESSONS IN DRAWING.

THIRD WEEK.



Lesson 1.

Review of the appearance of the hexagonal prism, by the drawing of objects similar in form to the types brought to the class-room by the children.

Lesson 2.

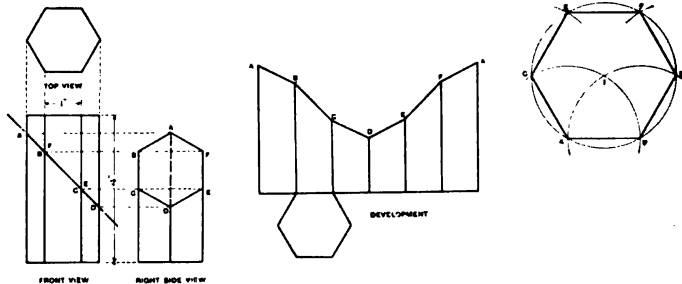
Drawing of objects similar to the hexagonal prism, which have been brought to the class-room by the pupils, or observed by them.

JANUARY.

FIRST WEEK.

Lesson 1.

Geometric problem. Inscribe a circle within a given square, the circle tangent to each side of the square.



Lesson 2.

Working drawing of an hexagonal prism in three views upon the blackboard. Front view should show a line passing across its surface representing the plane in which the model might be cut obliquely. Side view should show the model thus cut with top portion

SEVENTH GRADE. — JANUARY.

removed. Pupils are to develop the lower portion of an hexagonal prism cut as illustrated by the working drawing. Introduce into this development the geometric problem of constructing a hexagon.

Note. — Give two periods to this exercise. See Lesson 1, Fourth Week.

SECOND WEEK.

Lesson 1.

Study of the characteristics of Roman decoration.
Rosettes.

Lesson 2.

Study of the characteristics of Roman decoration.
Scrolls.



THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident, pupil sitting facing the class three-quarters front.

OUTLINE OF LESSONS IN DRAWING.

Lesson 2.

Optional lesson.

January Picture Day.

The collection, exhibition, and discussion of pictures typical of the season, illustrative of the historic study, or the work of the month. The best examples collected should be retained and mounted.

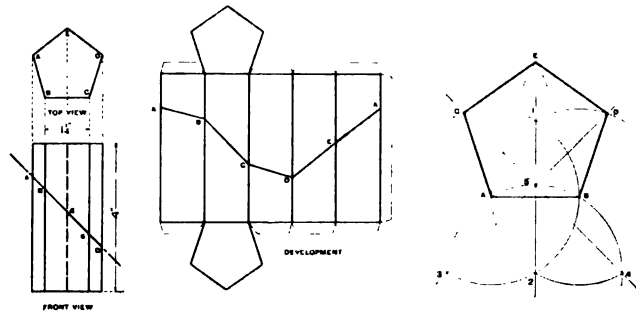
Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"Statue of Emperor Augustus" is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Completion of Lesson 2, First Week.



Lesson 2.

Geometric problem. On a given base construct a regular pentagon. Use this problem to aid in developing and cutting a pattern (with laps) of a pentagonal prism the dimensions of which are given by the teacher.

Note. — Give two periods to this lesson. See Lesson 1, Second Week, February.

FEBRUARY.

FIRST WEEK.

Lesson 1.

Study of the characteristics of Roman decoration. Scrolls.

Lesson 2.

Study of the characteristics of Byzantine ornament. Units and their applications.

SECOND WEEK.

Lesson 1.

Completion of Lesson 2, Fourth Week, January.

Lesson 2.

Working drawing in two views of a pentagonal prism based upon the problem of Lesson 2, Fourth Week, January. Imagine the prism to be cut by a plane at 45° to the axis which will show in the front view as a line. Draw upon the pattern of the previous lesson the lines which such a plane would cut.



ASSUMPTION.

Titian.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil sitting the class three-quarters front.

Lesson 2.

February Picture Day.

"The Assumption," by Titian (Venice), is suggested as an example for study.

OUTLINE OF LESSONS IN DRAWING.

FOURTH WEEK.

Lesson 1.

Study of the characteristics of Byzantine ornament.
Units and their applications.

Lesson 2.

Study of the characteristics of Saracenic decoration.
Arches and arcades.

MARCH.

FIRST WEEK.

Lesson 1.

Working drawings of a shelf. (Model No. .7, of the Boston Manual Training course. See School Document No. 18 — 1897.) Schools which are equipped with the drawing-boards, T squares, and triangles should carry out this work instrumentally. Other schools may make freehand working drawings of this model if it can be obtained. If this is not possible, the teacher may give certain details of the model with dimensions, writing other data beside the sketch on the board, and request the class to mentally picture the model and attempt the making of a freehand working drawing with views, dimensions, etc.

Lesson 2.

Completion of the last lesson.

SECOND WEEK.

Lesson 1.

Study of the characteristics of Saracenic decoration.
Capitals.

Lesson 2.

Study of the characteristics of Saracenic decoration.
Surface patterns.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil sitting facing the class three-quarters front.

Lesson 2.

Optional lesson.

March Picture Day.

The collection, exhibition, and discussion of pictures typical of the season, illustrative of the historic study, or the work of the month. The best examples should be retained and mounted.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"St. Sophia, Constantinople," or "St. Mark's, Venice," are suggested as examples for study.

FOURTH WEEK.

Lesson 1.

Working drawing of a corner bracket. (Model No. 11 of the Boston Manual Training course.

See School Document No. 18 — 1897.) Schools which are equipped with the drawing-boards, T squares, and triangles should carry out this work instrumentally. Other schools may make freehand working drawings of this model if it can be obtained. If this is not possible, the teacher may sketch certain details of the model with dimensions, and request the pupils to mentally picture as much of the model as may



GIRALDA TOWER. SEVILLE.

OUTLINE OF LESSONS IN DRAWING.

be understood, making working drawings in three views, dimensions, etc. The planning of the outline curves for the brackets will be an interesting problem in constructive design.

Lesson 2.

Completion of the last lesson.

APRIL.

FIRST WEEK.

Lesson 1.

Color study. Arrangements of color schemes for combinations of intermediates and grays. Yellow green and green gray, blue green and green gray, or blue violet and blue gray.



Lesson 2.

Color study. Arrangements of color schemes or chords of color for examples of historic color observed by the pupils.

SECOND WEEK.

Lesson 1.

Conversational exercise with branches, potted plants, or trees, to develop a recognition of the laws of growth in nature as an aid to the study of design. Bring out in the examples studied a recognition of what is meant by stability, strength, variety, tangential union, balance, symmetry, and the point of view

from which these manifestations of growth may be studied. Develop the principles of horizontal radiation around a centre, horizontal surface patterns,



SEVENTH GRADE. — APRIL.

vertical growth from a root, and vertical surface patterns. See the corresponding lessons of the previous grades. Develop the special principle for the work of this grade — *opposite or alternate growth from upright lines or stems*. The pupils should be led to take rapid notes of this exercise, and to later elaborate these notes as a written or a home exercise to be illustrated with sketches or clipped printed matter.

Lesson 2.

Drawing of some good example of historic ornament which illustrates the principle of *opposite or alternate growth from upright lines or stems*.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil sitting facing the class three-quarters front.

Lesson 2.

April Picture Day.

"Joan of Arc listening to the Voices," by Bastien-Lepage (Metropolitan Museum of Art, New York), is suggested as an example for study.



JOAN OF ARC.

Bastien-Lepage.

OUTLINE OF LESSONS IN DRAWING.

MAY.

FIRST WEEK.

Lesson 1.

Color study. Arrangements of color schemes or chords of color for examples of historic color observed by the pupils.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in nature. Feathers, flowers and leaves, etc. Study of proportion of color area.

SECOND WEEK.

Lesson 1.

Study of conventionalization or idealization of plant-forms, blossoms, and leaves. Study of methods of arrangement in design. See notes under lessons of the Fourth and Fifth Grades.

Lesson 2.

Study of design. Study of units and arrangements which shall illustrate the special effort of the grade, the principle of *opposite or alternate growth from upright stems*.

Note. — Give three periods to this exercise. See Lessons 1 and 2, Second Week, June.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive if possible of some poem, story, or historical incident. Pupil sitting facing the class three-quarters front, or in any position which may be chosen.

SEVENTH GRADE. — JUNE.

Lesson 2.

Optional lesson.

May Picture Day.

The collection, exhibition, and discussion of pictures typical of the season, illustrative of the historic study, or the work of the month. The best examples should be retained and mounted.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"The Alhambra Hill, Granada," is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Color study. Arrangements of color schemes or chords of color studied in nature. Study of proportion of color area.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in nature. Study of proportion of color area.

JUNE.

FIRST WEEK.

Lesson 1.

Study of composition, introducing good space-filling and the principles of radial subordination.

Lesson 2.

Drawing of plant-growth, branches, flowers, leaves, or vines, in the best possible position within outlines suitable to the growth selected. Proportion of enclosing figure, character of plant-growth, and varied line (either examples of opposition, transition, or radiation) should be emphasized.





AT THE WATERING-TROUGH.
Dagnan-Bouveret.

SECOND WEEK.

Lesson 1.

Study of design. Continuation of Lesson 2, Second Week, May.

Lesson 2.

Study of design. Completion of the last lesson.

THIRD WEEK.

Lesson 1.

Drawing of plant-growth, in good composition, within geometric outlines.

Lesson 2.

June Picture Day.

"At the Watering-trough," by Dagnan-Bouveret, is suggested as an example for study.

COURSE OF STUDY.

EIGHTH GRADE. — GRAMMAR.

REPRESENTATION.

Nature Study.

Flowers, foreground, foliage, and landscape.

Familiar and Beautiful Objects.

Round, curved, rectilinear, and fictile objects.

Type-forms.

Vase-forms. Neck, shoulder, body, foot.

Studies of Life.

Pose-drawing. Animals. Studies in groups.

Composition.

Selection. Grouping. Space relation.

Expression.

Outline. Light and dark. Light and shade. Color.

DECORATION.

Historic Study.

Characteristics of Romanesque, Gothic, and Renaissance styles.

Nature Study.

Landscape idealization.

Principles of Composition.

Areal subordination.

Creative Effort.

Area. Panels. Screens. Windows, etc.

OUTLINE OF LESSONS IN DRAWING.

Color.

Polychromatic study. Color harmony.

Expression.

Outline. Light and dark. Color.

CONSTRUCTION.

Models and Objects.

Intersection of solids. Simple furniture. Details of architectural construction or machinery.

Patterns and Developments.

Development of intersections.

Working Drawings.

Revolution on two axes. Intersections.

Expression.

Standard section lines and conventions.

Constructive Design.

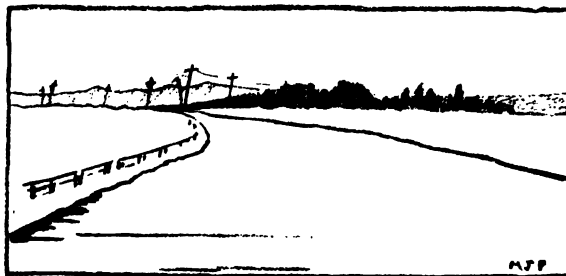
Beauty of form and outline.

Manual Training.

Special examples in wood.

CORRELATION EXERCISES.

STUDY OF PICTURES.



EIGHTH GRADE. — GRAMMAR.

Time Allowance, Two 45-minute lessons a week.

SEPTEMBER.

FIRST WEEK.

Lesson 1.

Study of foliage in mass.



KTP



Lesson 2.

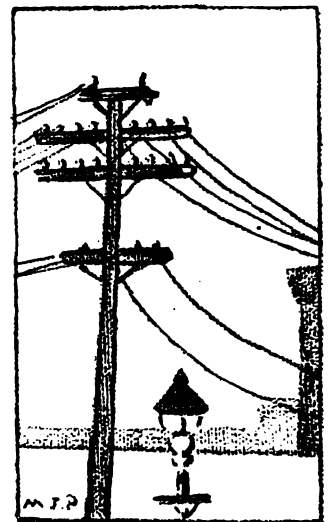
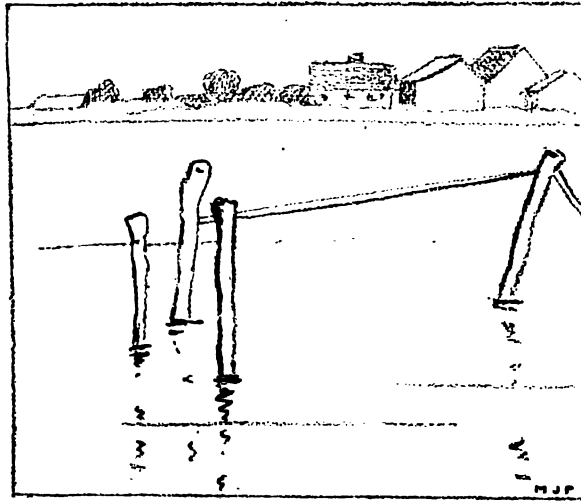
Review of the appearance of the simple vase-form drawn in varying positions.

SECOND WEEK.

Lesson 1.

Arrangement and drawing of a pleasing group containing either a vase-form or some object closely resembling it. Certain common table articles will perhaps suggest themselves for such a group.

OUTLINE OF LESSONS IN DRAWING.





Lesson 2.

Study of foreground. By *foreground* is understood whatever occupies the portion of the picture nearest to the observer. A broad distinction may also be made between *distance* and *middle distance*. The study of foreground in some parts of our city must, of necessity, be confined to the sidewalks, the doors of neighboring houses, or the fences, with slight indications of objects farther away. In the outlying sections of our city, or in parks, a different class of foreground may be studied, in which the larger shrubs or grasses may be made to play their part. In certain schools where it is possible to take the children out of doors, arranging the drawing exercise for this purpose on the last period of the day, a foreground containing brooks, small ponds, beach shore, or rushes may doubtless be found. As was suggested in the lessons on foliage, handle the foreground as much as possible in mass, and if detail is suggested, let it be simply treated.

OUTLINE OF LESSONS IN DRAWING.



THIRD WEEK.

Lesson 1.

Drawing of a pleasing group containing the vase-form, different in character if possible from that of the last lessons.

Lesson 2.

Optional lesson.

See notes under Optional lesson, Fourth Grade, September.

September Picture Day.

Collection, exhibition, and discussion of pictures typical of the season, illustrative of the historic study, or of the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"Church of St. Denis" (France) is suggested as an example for study.

OCTOBER.

FIRST WEEK.

Lesson 1.

Review of the vase-form, illustrated if possible by some more complex example than the simple type-form used last month. Pay particular attention to the appearance of the neck, shoulder, body, and foot of the vase. Examples for illustration for this lesson may possibly be obtained by encouraging the pupils to bring from home simple vases or vase-like bottles. *Great care, however, must be taken to utilize only the sufficiently simple objects.* Excellent examples for study, which are of beautiful form and fine color, may be found in the inexpensive Japanese pottery.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in nature. Minerals, flowers and leaves, feathers, etc. Proportion of color area.

SECOND WEEK.

Lesson 1.

Study of foliage in mass.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in nature. Minerals, flowers and leaves, plumage of birds, etc. Proportion of color area.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive of some poem, story, or historical incident, model in various positions.

Note. — In all the pose work strive for general direction of suggestive lines and form of masses. Detail should be only suggested, and the head drawn in mass. The pupils may desire to indicate the effects of light and dark as seen in clothing, or a light suggestive treatment of hair, thus giving more character to the study.



OUTLINE OF LESSONS IN DRAWING.



THE END OF LABOR.

Breton.

Lesson 2.

October Picture Day.

"The End of Labor," by Jules Breton, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Drawing of vase-forms of varied shapes. If the vases used in Lesson 1, First Week, have been retained, an exchange may be made with the different members of the class, thus giving a new form for the drawing exercise.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in nature. Minerals, flowers and leaves, plumage of birds, etc. Proportion of color area.

NOVEMBER.

FIRST WEEK.

Lesson 1.

Drawing of round, curved, rectilinear, or fictile objects arranged with a view to successful group composition.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in historic ornament. Proportion of color area.

SECOND WEEK.

Lesson 1.

Study of leafless trees within free-hand outlines. In some parts of the city, material for this lesson may be seen from the school windows. It may also be made a memory exercise.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in historic ornament. Proportion of color area.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive of some poem, story, or historical incident. Model in various positions.

Lesson 2.

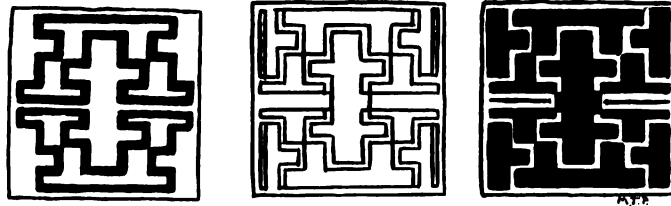
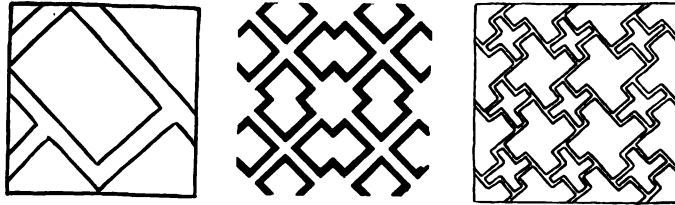
Optional lesson.

November Picture Day.

Collection, exhibition, and discussion of pictures typical of the season, illustrative of the historic study, or the work of the month.



OUTLINE OF LESSONS IN DRAWING.



SOME STUDIES IN AREA.

EIGHTH GRADE. — DECEMBER.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"Cathedral of Amiens" (France) is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Drawing of round, curved, rectilinear, or fictile objects arranged with a view to successful group composition.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in historic ornament. Proportion of color area.

DECEMBER.

FIRST WEEK.

Lesson 1.

Drawing of round, curved, rectilinear, or fictile objects, arranged with a view to successful group composition.



Lesson 2.

Study of composition and design, introducing good space proportioning in areal subordination. Screens, panels, tiles, etc. Studies of area as influenced by dark and light.



CHRIST AND THE DOCTORS.

Hofmann.

SECOND WEEK.

Lesson 1.

Pose-drawing.

A simple pose, suggestive of some poem, story, or historical incident. Model in various positions.

Lesson 2.

Christmas Picture Day.

"Christ and the Doctors," by Hofmann (Dresden), is suggested as an example for study.

THIRD WEEK.

Lesson 1.

Drawing of round, curved, rectilinear, or fictile objects, arranged with a view to successful group composition.

Lesson 2.

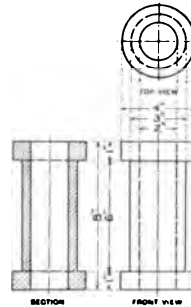
Drawing of round, curved, rectilinear, or fictile objects, arranged with a view to successful group composition.

JANUARY.

FIRST WEEK.

Lesson 1.

Working drawing in two views and a vertical section of the hollow-flanged cylinder. This is an exercise to illustrate standard lines, conventions, and section lines.



Lesson 2.

Completion of the preceding lesson.

SECOND WEEK.

Lesson 1.

Study of the characteristics of Romanesque decoration.
Ornamental capitals.

Lesson 2.

Study of the characteristics of Romanesque decoration.
Borders and ornamental string-courses.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive of some poem, story, or historical incident. Model in various positions.

Lesson 2.

Optional lesson.

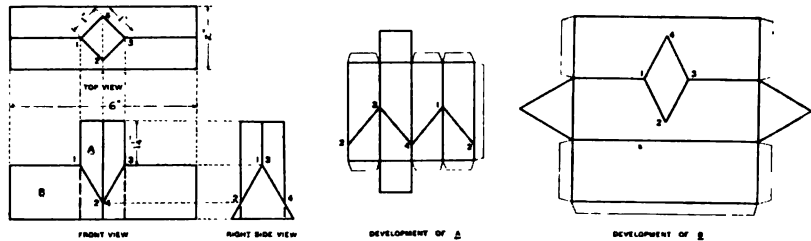
January Picture Day.

Collection, exhibition, and discussion of pictures typical of the season, illustrative of the historic study, or the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"Portals of Amiens Cathedral" (France) is suggested as an example for study.

OUTLINE OF LESSONS IN DRAWING.



FOURTH WEEK.

Lesson 1.

Working drawings in three views of the intersection of a square prism with an equilateral triangular prism. The equilateral triangular prism rests (horizontally) upon one of its long two by six inch sides. The square prism (standing vertically) is turned upon its axis so one edge is in front and intersects the triangular prism (in much the same manner as a chimney so turned would intersect a roof) so that two of its vertical edges intersect the long upper edge of the triangular prism. The square prism is of one inch side and projects from the triangular prism one inch and a half. This is a problem which should be carried out accurately with instruments, yet is not too difficult or complicated for a freehand working drawing.

Lesson 2.

Completion of the preceding lesson.

FEBRUARY.

FIRST WEEK.

Lesson 1.

Study of the characteristics of Gothic decoration. Ornamental capitals.



THE ANGELUS.

Millet.

Lesson 2.

Study of the characteristics of Gothic decoration. Ornamental foliage.

SECOND WEEK.

Lesson 1.

Developing the patterns of the square and triangular prisms of the problem in intersections of the Fourth Week, January.

Lesson 2.

Completion of the preceding lesson.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive of some poem, story, or historical incident. Model in various positions.

Lesson 2.

February Picture Day.

"The Angelus," by J. F. Millet (Paris), is suggested as an example for study.

OUTLINE OF LESSONS IN DRAWING.

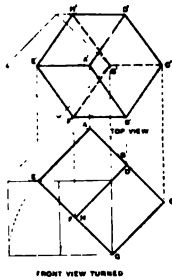
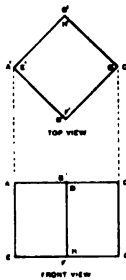
FOURTH WEEK.

Lesson 1.

Study of the characteristics of Renaissance decoration.
Panels or scrolls.

Lesson 2.

Study of the characteristics of Renaissance decoration.
Panels or scrolls.



MARCH.

FIRST WEEK.

Lesson 1.

Working drawings in two views of a cube turned upon its vertical axis so one edge is to the front. This problem should be worked out instrumentally in very light lines.

The continuation of the problem calls for the revolution of the front view about its lower right-hand angle until the base of the front view makes an angle of forty-five degrees with the former position of its base (or forty-five degrees with the table on which it is supposed to rest). Continue the problem by finding the new top view to correspond with the changed position of the front view. Models of cubes in the hands of the pupils, and books to rest and revolve the models upon, will be necessary to properly conduct this lesson, which should extend over two periods.

Lesson 2.

Completion of the preceding lesson.

EIGHTH GRADE. — MARCH.

SECOND WEEK.

Lesson 1.

Study of the characteristics of Renaissance decoration.
Surface patterns.

Lesson 2.

Study of the characteristics of Renaissance decoration.
Surface patterns.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive of some poem, story, or historical incident. Model in various positions.

Lesson 2.

Optional lesson.

March Picture Day.

Collection, exhibition, and discussion of pictures typical of the season, illustrative of the historic study, or the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"Cathedral and Giotto's Bell Tower" (Florence) is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Freehand working drawings of some detail of machinery, tool, etc., or a bracket or joint of architectural construction.

Lesson 2.

Completion of the preceding lesson.

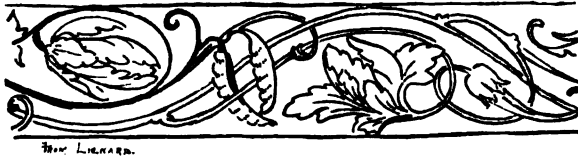
OUTLINE OF LESSONS IN DRAWING.

APRIL.

FIRST WEEK.

Lesson 1.

Conversational exercise with branches, potted plants, vines, or trees, to develop a recognition of the laws of growth in nature as an aid to the study of design. See the lessons of the previous grades. Develop in addition to the principles there suggested a recognition of the special principle for the work of this grade — *trailing or climbing growth on horizontal or vertical surfaces.*



Lesson 2.

Color study. Study of chords of color. Creative effort in color studies of historic ornament.

SECOND WEEK.

Lesson 1.

Drawing of some good example of historic ornament which illustrates the principle of *trailing or climbing growth on horizontal or vertical surfaces.*

Lesson 2.

Completion of the preceding lesson.

EIGHTH GRADE. — MAY.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive of some poem, story, or historical incident. Model in various positions.

Lesson 2.

April Picture Day.

"The Golden Stairs," by Sir Edward Burne-Jones, is suggested as an example for study.

MAY.

FIRST WEEK.

Lesson 1.

Color study. Studies of chords of color. Creative effort in color studies of historic ornament.

Lesson 2.

Color study. Study of chords of color. Creative effort in color studies for design.

SECOND WEEK.

Lesson 1.

Study of conventionalization or idealization of plant-forms, blossoms, or leaves. Study of methods of arrangements in design.

Lesson 2.

Study of design. Study of units and arrangements



THE GOLDEN STAIRS.
Burne-Jones.

OUTLINE OF LESSONS IN DRAWING.



Adapted from
C. J. ...

which shall illustrate the special effort of the grade — *trailing or climbing growth on horizontal or vertical surfaces.*

Note. — Give three periods to this lesson. See Lessons 1 and 2, Second Week, June.

THIRD WEEK.

Lesson 1.

Pose-drawing. A simple pose, suggestive of some poem, story, or historical incident. Model in various positions.

Lesson 2.

Optional lesson.

Collection, exhibition, and discussion of pictures typical of the season, illustrative of the historic study, or the work of the month.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"St. George," by Donatello (Florence), is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Color study. Study of chords of color. Creative effort in color studies for design. See Lesson 2, Second Week.

Lesson 2.

Color study. Study of chords of color. Creative effort in color studies for design.

JUNE.

FIRST WEEK.

Lesson 1.

Drawing of plant-growth, branches, flowers, leaves, or

EIGHTH GRADE. — JUNE.



vines, in the best possible position within free-hand outlines suitable to the growth selected. Emphasis should be laid upon a proper expression of the character of the plant selected, the proportion of the figure chosen, and varied lines, either examples of opposition, transition, or radiation.

Lesson 2.

Drawing of plant-growth, in good composition, within freehand outlines.

OUTLINE OF LESSONS IN DRAWING.

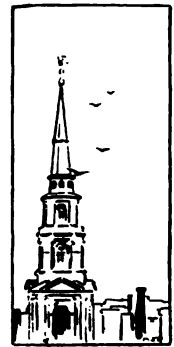
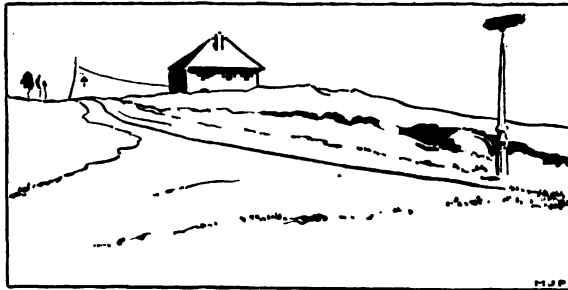
SECOND WEEK.

Lesson 1.

Study of design. Continuation of Lesson 2, Second Week, May.

Lesson 2.

Study of design. Completion of last lesson.



EIGHTH GRADE. — JUNE.



DANCE OF THE NYMPHS.

Corot.

THIRD WEEK.

Lesson 1.

Study of foreground and foliage in mass. See Lesson 2, Second Week, September.

Lesson 2.

June Picture Day.

"Dance of the Nymphs," by Corot, is suggested as an example for study.

COURSE OF STUDY.

NINTH GRADE. — GRAMMAR.

REPRESENTATION.

Nature Study.

Characteristic landscapes.

Familiar and Beautiful Objects.

Groups for illustration.

Type-forms.

Selected objects.

Studies of Life.

Groups for illustration.

Composition.

Harmony and unity.

Expression.

Outline. Light and dark. Light and shade. Color.



DECORATION.

Historic Study.

Comparative study. Historic influences in modern work.

Nature Study.

Landscapes, foreground, and foliage idealization.

Principles of Composition.

Unity. Harmony. Repose.

Creative Effort.

Landscape composition.

NINTH GRADE. — GRAMMAR.

Color.

Polychromatic study. Color harmony.

Expression.

Outline. Light and dark. Color.



CONSTRUCTION.

Models and Objects.

Assemblages. Machine and building construction.

Patterns and Developments.

Special patterns and elbows for sheet metal.

Working Drawings.

Elementary machine and building construction.

Expression.

Assembly drawings. Freehand and instrumental.

Constructive Design.

Material. Fitness, beauty.

Manual Training.

Special examples in wood.

CORRELATION EXERCISES.

STUDY OF PICTURES.



NINTH GRADE. — GRAMMAR.

Time Allowance, Two 45-minute periods a week.

SEPTEMBER.

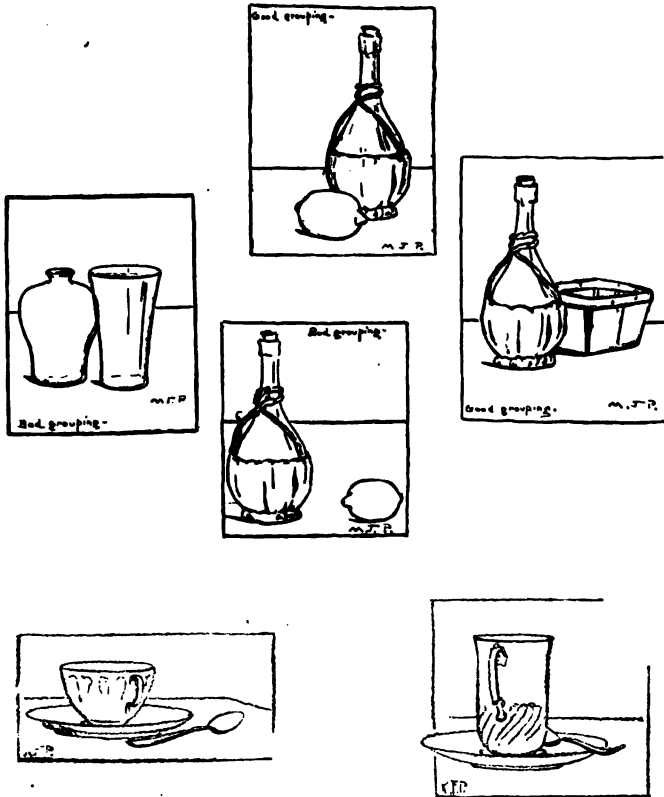
FIRST WEEK.

Lesson 1.

Studies of landscape seen from school windows. It must not be inferred that landscape of necessity means the rolling country with trees, fields, etc. The views over the roofs of the houses in our more crowded sections of the city, with, perhaps, a dominant church spire or tower, may be made just as valuable. In every exercise of this sort try and bring out what has already been suggested in the way of opposition and transition of line, space-filling, and proportion of the picture, and the thought that all the work should be handled as broadly, simply, and freely as possible.



NINTH GRADE. — SEPTEMBER.

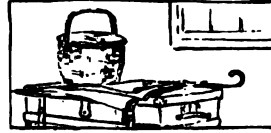


Lesson 2.

Review of the subject of grouping.

Arrangements of simple objects. Good composition should be commended, poor arrangements improved. The point of view, groups not too far below the eye, relationship between the objects, leading member, variety in position, pleasing outline, and general unity as a whole are points which will interest the pupils in forming their groups.

OUTLINE OF LESSONS IN DRAWING.



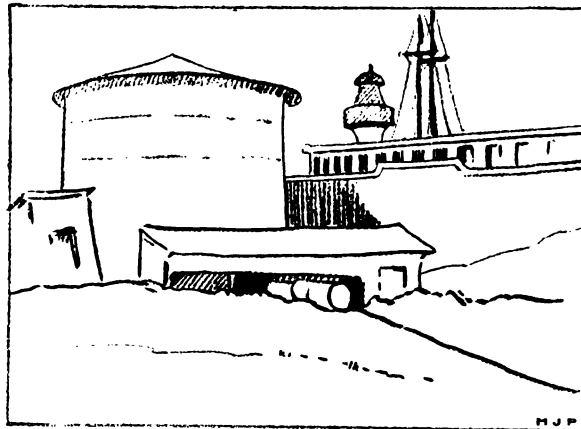
SECOND WEEK.

Lesson 1.

Drawing of some group arranged in the class-room, illustrative of a story, or description of some simple group; for instance, "Vacation Baggage," "Baggage in a Waiting-room," "Hand Baggage in the Corner of a Car-seat."

Lesson 2.

Studies of landscapes seen from school windows, or from points near the school building.



THIRD WEEK.

Lesson 1.

Group drawn from memory for illustration of some simple story. Although this exercise is similar to that of a preceding lesson, yet its main point is to develop the imagination. Students should not only be able to draw, and draw freely, every object presented to them, but by this period in the school course they should be able to image or picture the object in the mind, and to draw it freely from memory. Care must be taken, however, in telling the story for illustration not to suggest too many objects, and to keep their form as simple as possible.

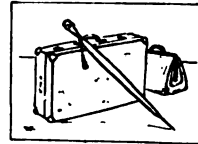


Lesson 2.

Optional lesson.

September Picture Day.

Collection, exhibition, and discussion of pictures which, from the standpoint of the pupil, are typical of the season, the historic study, or illustrative of the work of the month. Certain illustrations may be retained and mounted to indicate the result of the effort.



Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for this effort.

"Longfellow's House, Cambridge," is suggested as an example of Colonial architecture for study.

OCTOBER.

FIRST WEEK.

Lesson 1.

Simple sketches of vase-forms to illustrate selections from Longfellow's poem of "Keremos." Pupils may be interested to search in various books for the differ-

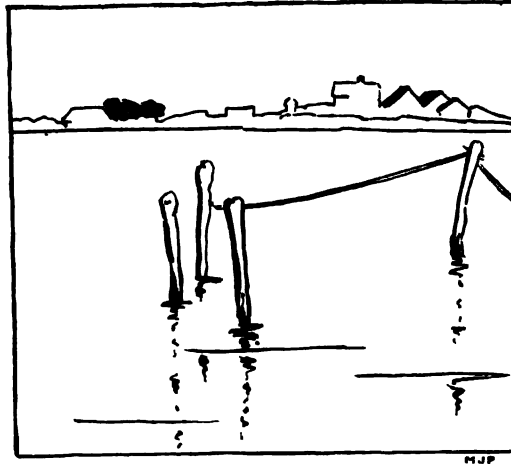


OUTLINE OF LESSONS IN DRAWING.

ent forms of vases and pottery typical of the different countries described, and possibly to arrange their notes as illustrations to the written exercise.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in nature. Minerals, flowers and leaves, plumage of birds, etc. Proportion of color area.



SECOND WEEK.

Lesson 1.

Drawing of typical landscapes from nature or memory.

If from memory, encourage the pupils to think about some typical landscape which they have seen during the summer, either seashore, country, or city. Ask them to close their eyes, mentally picture it, think what outline it will look best in, and arrange it simply in its masses and lines. In transferring this mental

THIRD GRADE. — OCTOBER.

picture to paper pay particular attention to the proportion of the enclosing space, the relations of lines, the location of the main masses, the grouping of every object, and the general picturesque effect of the whole.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in nature. Minerals, flowers and leaves, plumage of birds, etc. Proportion of color area.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose in varying positions, to illustrate some story, poem, or historical event.

Lesson 2.

October Picture Day.

"The Haymaker," by Emile Adan, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Completion of Lesson 1, First Week.

Lesson 2.

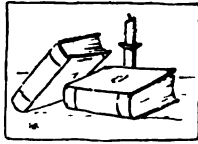
Color study. Arrangements of color schemes or chords of color studied in historic ornament. Proportion of color area.



THE HAYMAKER.

Adan.

OUTLINE OF LESSONS IN DRAWING.



NOVEMBER.

FIRST WEEK.

Lesson 1.

Drawing of groups of objects selected for the purpose of illustrating selections of text.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in historic ornament. Proportion of color area.

SECOND WEEK.

Lesson 1.

Drawing a landscape from memory. Leafless trees against the sky.

Lesson 2.

Color study. Arrangements of color schemes or chords of color studied in industrial designs.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose in various positions, to illustrate some story, poem, or historical event.

Lesson 2.

Optional lesson.

November Picture Day.

Collection, exhibition, and discussion of pictures which, from the standpoint of the pupil, are typical of the season, illustrative of the historic study, or suggestive of the work of the month. Certain illustrations should be retained and mounted, to indicate the result of the effort.



Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Trinity Church, Boston," is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Drawing of groups of objects selected for the purpose of illustrating selections of text.

Lesson 2.

Color study. Study of chords of color. Creative effort in color. Studies for design.

OUTLINE OF LESSONS IN DRAWING.

DECEMBER.

FIRST WEEK.

Lesson 1.

Drawing of groups of objects for the purpose of illustrating selections of text. Studies in light and dark.

Lesson 2.

Drawing of landscape with suggestions of masses in light and dark.

SECOND WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose in various positions to illustrate some story, poem, or historical event.



CHRISTMAS CHIMES. Blashfield.

Lesson 2.

Christmas Picture Day.

"Christmas Chimes," by E. H. Blashfield, is suggested as an example for study.



THIRD WEEK.

Lesson 1.

Drawing of groups. Illustrating. Studies in light and dark.

Lesson 2.

Completion of the preceding lesson.



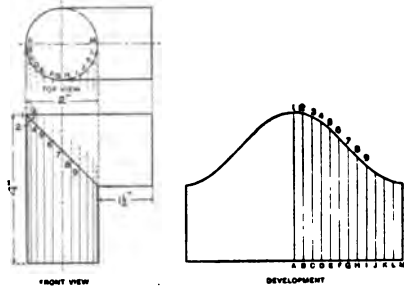
JANUARY.

FIRST WEEK.

Lesson 1.

Working drawings in three views, front, top, and side, of a right-angled cylindric elbow.

This problem is really the application of an oblique section of a cylinder cut at forty-five degrees to the axis. After drawing the views, divide the circular top view of the vertical portion of the elbow into a number of equal parts; eight or sixteen would be most convenient. Transfer these divisions on to the base line of the vertical cylinder and draw its elements.

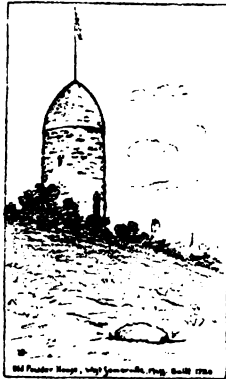


Lesson 2.

Completion of the preceding lesson.

Develop the pattern of the vertical portion of the elbow.

Proceed as in the development of a cylinder of corresponding diameter. Draw the elements upon the pattern. Measure the length of each element and trans-



OUTLINE OF LESSONS IN DRAWING.

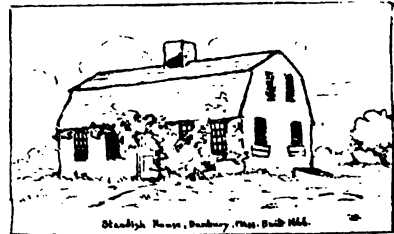
fer to the pattern. Draw a curve free-hand through the points found. .

Note. — Certain ambitious pupils may desire to continue this problem, developing the horizontal portion of the elbow, cutting patterns with laps, and pasting the paper model.

SECOND WEEK.

Lesson 1.

Comparative study of historic influences in modern work. Colonial architecture and details.



Lesson 2.

Comparative study of historic influences in modern work. Colonial architecture and details.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose in various positions to illustrate some story, poem, or historical event.

Lesson 2.

Optional lesson.

January Picture Day.

Collection, exhibition, and discussion of pictures which, from the standpoint of the pupil, are typical of the season, illustrative of the historic study, or suggestive

NINTH GRADE. — FEBRUARY.

of the work of the month. Certain illustrations should be retained and mounted, to indicate the result of the effort.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Boston Public Library" is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Freehand working drawings (details) of the various parts of some simple construction to be designed by the pupils — a box, tray, sled, bird-house, doll-house, etc. Lead the pupils to think of the facts of the model which they wish to represent, what details are necessary to tell the whole story, and how those facts should be represented in working drawings.

Lesson 2.

Completion of the preceding lesson.

Note. — See Lesson 1, Second Week, February.

FEBRUARY.

FIRST WEEK.

Lesson 1.

Comparative study of historic influences in modern work. Gothic forms and details.

Lesson 2.

Comparative study of historic influences in modern work. Gothic forms and details.



FIGHTING TEMERAIRE.

Turner.

SECOND WEEK.

Lesson 1.

Bringing together or assembling in an instrumental "assembly-drawing" of the various details of the model designed in Lessons 1 and 2, Fourth Week, January. Schools not equipped for instrumental work may make their assembly-drawing freehand.

Lesson 2.

Completion of the preceding lesson.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose in various positions to illustrate some story, poem, or historical event.

Lesson 2.

February Picture Day.

"Fighting Temeraire towed to her Last Anchorage," by Turner (London), is suggested as an example for study.

NINTH GRADE. — MARCH.

FOURTH WEEK.

Lesson 1.

Comparative study of historic influences in modern work. Romanesque forms and details.

Lesson 2.

Comparative study of historic influences in modern work. Romanesque forms and details.

MARCH.

FIRST WEEK.

Lesson 1.

Making freehand working drawings, with dimensions, of some architectural or mechanical detail of the school building or home.

A plan of a room, with desks if the school-room is chosen; or the plan of a series of rooms in the home; a window or doorway with sash or door; a newel post or stairway detail; faucets, hinges, or builders' hardware, etc., will suggest themselves to the teacher. It pupils are allowed to make their sketches after school or at home, much more may be accomplished in class.

Insist upon the children choosing simple subjects.

Lesson 2.

Instrumental drawing from the freehand sketches of the preceding lesson.

Note. — Give three periods to this lesson. See Fourth Week, March.

SECOND WEEK.

Lesson 1.

Comparative study of historic influences in modern work. Renaissance forms and details.

OUTLINE OF LESSONS IN DRAWING.

Lesson 2.

Comparative study of historic influences in modern work. Renaissance forms and details.



THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose in various positions to illustrate some story, poem, or historical event.

Lesson 2.

Optional lesson.

March Picture Day.

Collection, exhibition, and discussion of pictures which, from the standpoint of the pupil, are typical of the season, illustrative of the historic study, or suggestive of the work of the month. Certain

illustrations should be retained and mounted to indicate the result of the effort.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"Death and the Sculptor," by Daniel C. French (Forest Hills Cemetery), is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Continuation of Lesson 2, First Week, March.

Lesson 2.

Completion of the preceding lesson.

APRIL.

FIRST WEEK.

Lesson 1.

Conversational exercise with branches, potted plants, vines, or trees, to develop a recognition of the laws of growth in nature as an aid to the study of design. Illustrate this study by freehand sketches from examples selected. Read carefully the lessons of the previous grades. The special work of this grade will be the recognition and application of the *principles and methods studied in the previous grades.*



Lesson 2.

Completion of the preceding lesson.

SECOND WEEK.

Lesson 1.

Drawing of some good example or examples of historic ornament which illustrate principles of good design.

Note. — Much more interest will be aroused if different members of the class attempt different examples.

Lesson 2.

Study of methods of arrangement in designs, units, borders, or surface patterns.





THE PROPHETS.

Sargent.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose in various positions to illustrate some poem, story, or historical event.

Lesson 2.

April Picture Day.

"The Prophets," by John S. Sargent (Boston Public Library), is suggested as an example for study.

MAY.

FIRST WEEK.

Lesson 1.

Color study. Study of chords of color. Creative effort in color. Studies for design.

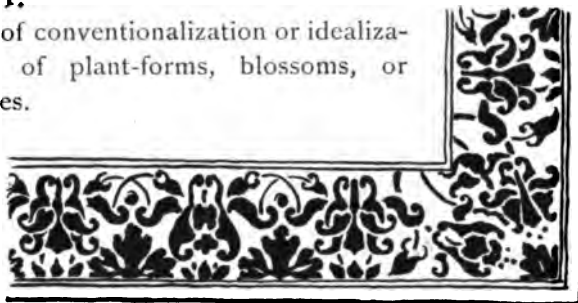
Lesson 2.

Color study. Study of chords of color. Creative effort in color. Color in landscape.

SECOND WEEK.

Lesson 1.

Study of conventionalization or idealization of plant-forms, blossoms, or leaves.



Adapted from
MASS.



Lesson 2.

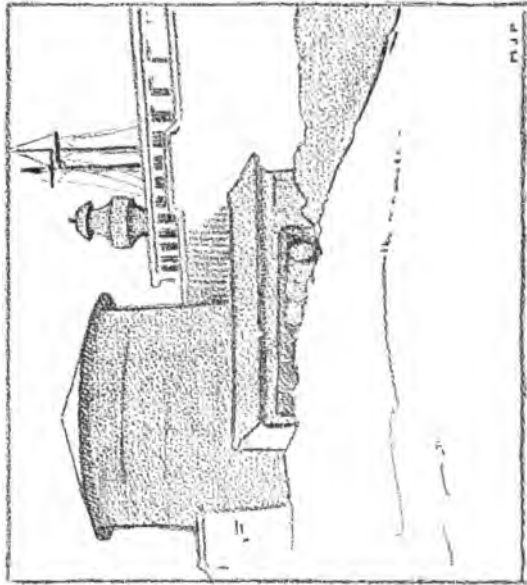
Study of units and arrangements for design. The designs of this grade may be based upon any of the special principles of the preceding grades.

Note. — Give three periods to this exercise. See Second Week, June.

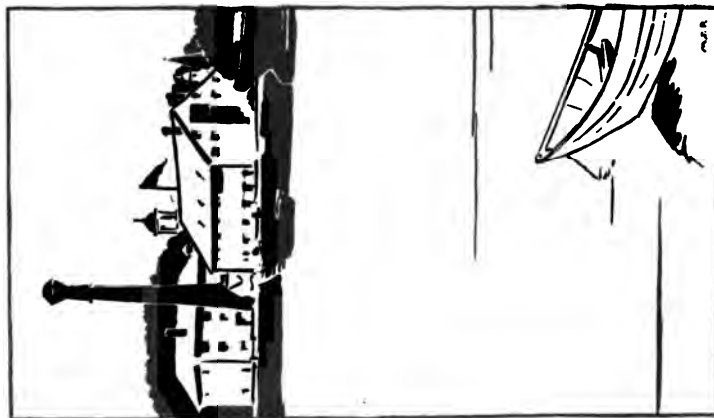


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MASS.

OUTLINE OF LESSONS IN DRAWING.



SUGGESTIONS FROM THE CROWDED PORTION OF THE CITY.



NINTH GRADE. — JUNE.

THIRD WEEK.

Lesson 1.

Pose-drawing. Drawing of the pose in various positions to illustrate some story, poem, or historical event.

Lesson 2.

Optional lesson.

May Picture Day.

Collection, exhibition, and discussion of pictures which, from the standpoint of the pupil, are typical of the season, illustrative of the historic study, or suggestive of the work of the month. Certain illustrations should be retained and mounted to indicate the results of the effort.

Teachers who wish to do more with the study of reproductions of famous art examples (see General Notes, page 9) may find this lesson a good opportunity for such effort.

"The Shaw Memorial," by Augustus St. Gaudens, is suggested as an example for study.

FOURTH WEEK.

Lesson 1.

Color study. Study of chords of color. Creative effort in color. Color in landscape.

Lesson 2.

Color study. Study of chords of color. Creative effort in color. Color in landscape.

JUNE.

FIRST WEEK.

Lesson 1.

rawing of landscapes seen near the school or from memory. If from memory, encourage the children to think of some typical landscape that they see on

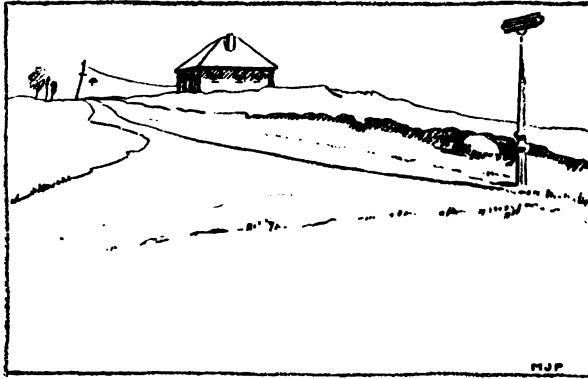
OUTLINE OF LESSONS IN DRAWING.



SUGGESTIONS FOR SCHOOLS IN THE OUTLYING PORTIONS OF THE CITY.

NINTH GRADE. — JUNE.

their way to school. Ask them to close their eyes, mentally picture it, think what outline it will look best in, and arrange it simply in its masses and lines. In transferring this mental picture to paper pay particular attention to the proportion of the enclosing space, the relation of lines, the location of the main masses, the position of the principal objects, the grouping of the less important, and the general picturesque effect of the whole.



Lesson 2.

Drawing of a landscape seen from school windows or in near-by parks.

SECOND WEEK.

Lesson 1.

Study of design. Continuation of Lesson 2, Second Week, May.

Lesson 2.

Study of design. Completion of the last lesson.

OUTLINE OF LESSONS IN DRAWING.

THIRD WEEK.

Lesson 1.

Drawing of landscapes seen from school windows or from points near the school building.

Lesson 2.

June Picture Day.

"Aurora," by Guido Reni (Rome), is suggested as an example for study.



AURORA.

Reni.

At last, the golden orientall gate
Of greatest heaven gan to open fayre,
And Phoebus, fresh as brydegrome to his mate,
Came dauncing forth, shaking his dewie hayre ;
And hurls his glistring beams through gloomy ayre.

SPENSER. — *Faerie Queene.*

NINTH GRADE. — JUNE.



Come, children, let us shut up the box and the puppets,
for our play is played out.

THACKERAY.

14

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